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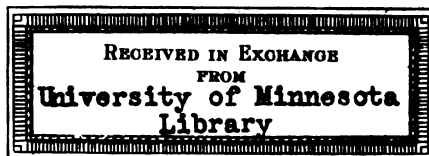
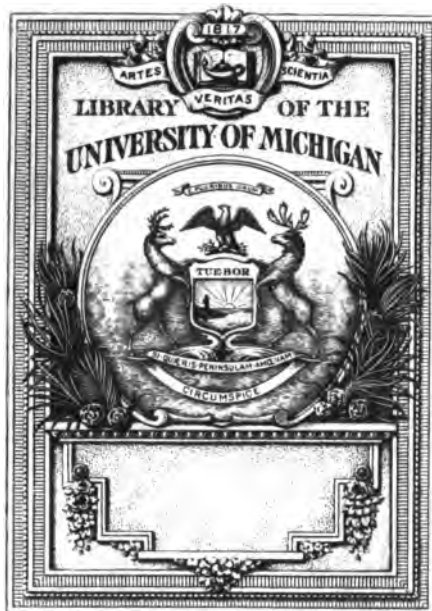
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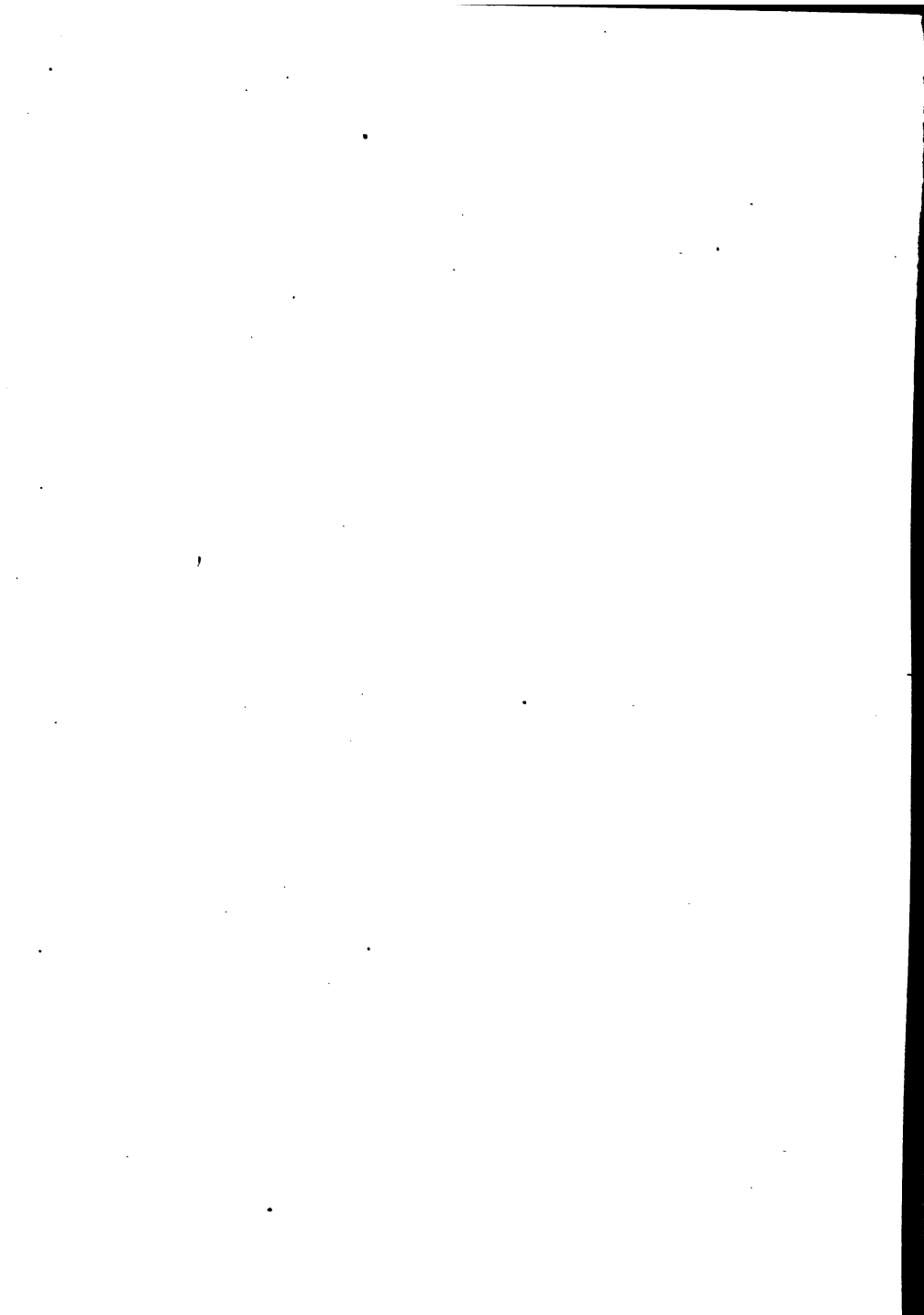


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RALPH WALDO EMERSON SCHOOL, PAGE AND ARLINGTON AVENUES.

FOURTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

CITY OF ST. LOUIS, MO

FOR THE

YEAR ENDING JUNE 30, 1901

ST. LOUIS:
BRADY & SPENCER STATIONERS, CO.
1901.



RALPH WALDO EMERSON SCHOOL, PAGE AND ARLINGTON AVENUES.

FORTY SEVENTH ANNUAL REPORT

BOARD OF EDUCATION

CITY OF

YEAR 1907

PRINTED BY

2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed breakdown of the budget, including income and expenses, and discusses the strategies implemented to manage the funds effectively. This section also highlights the challenges faced in the financial management process and the steps taken to address them.

3. The third part of the document addresses the operational aspects of the organization. It describes the various programs and services provided, the personnel involved, and the resources used. This section also discusses the evaluation of the organization's performance and the measures taken to improve its efficiency and effectiveness.

4. The fourth part of the document discusses the legal and regulatory requirements that the organization must comply with. It outlines the various laws and regulations that apply to the organization's activities and the steps taken to ensure compliance. This section also discusses the role of the organization in promoting the public good and the steps taken to ensure that its activities are in line with the law.

5. The fifth part of the document discusses the future plans of the organization. It outlines the various goals and objectives that the organization is working towards and the strategies implemented to achieve them. This section also discusses the challenges that the organization is likely to face in the future and the steps taken to address them.

FORTY-SIXTH ANNUAL REPORT

OF THE

St. Louis

BOARD OF EDUCATION

OF THE

CITY OF ST. LOUIS, MO.

FOR THE

YEAR ENDING JUNE 30, 1900.



ST. LOUIS:
BUXTON & SKINNER STATIONERY CO.
1901.

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ORGANIZATION OF THE BOARD OF EDUCATION.

1899-1900.

OFFICERS.

PRESIDENT.

CALVIN M. WOODWARD..... Washington University

VICE-PRESIDENT.

JOHN SCHROERS..... Broadway and Market Street

SECRETARY AND TREASURER.

C. L. HAMMERSTEIN..... 4223 Page Avenue

AUDITOR.

JOHN A. LONG..... 4266 Morgan Street

SUPERINTENDENT OF INSTRUCTION.

F. LOUIS SOLDAN..... 3634 Flad Avenue

ASSISTANT SUPERINTENDENT.

CHARLES M. FOSTER..... 8405 Minnesota Avenue

ASSISTANT SUPERINTENDENT.

GEORGE T. MURPHY..... 4946 Berlin Avenue

ASSISTANT SUPERINTENDENT.

BEN BLEWETT..... 4254 Olive Street

ATTORNEY.

RODERICK E. ROMBAUER..... Roe Building

SUPPLY COMMISSIONER.

WILLIAM BRYAN..... 2933 Dickson Street

COMMISSIONER OF SCHOOL BUILDINGS.

WILLIAM B. ITTNER..... 3101 Eads Avenue

CHIEF ENGINEER.

ALVIN D. REED..... 3126 Rutger Street

SUPERINTENDENT OF CONSTRUCTION AND REPAIRS.

CHARLES WEHKING, JR..... 3322 S. Jefferson Avenue

ORGANIZATION OF THE BOARD OF EDUCATION.

1900-1901.

OFFICERS.

PRESIDENT.

JOHN A. HARRISON.....220 N. Fourth Street

VICE-PRESIDENT.

C. W. JOHNSON.....Second and Arsenal Streets

SECRETARY AND TREASURER.

C. L. HAMMERSTEIN.....4223 Page Avenue

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JOHN A. LONG.....4266 Morgan Street

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SUPERINTENDENT OF CONSTRUCTION AND REPAIRS.

CHARLES WEHKING, JR.....3322 S. Jefferson Avenue

MEMBERS OF THE BOARD.

1899-1900.

NAME.	TERM.	EXPIRES.	RESIDENCE, OR PLACE OF BUSINESS.
PAUL F. COSTE.....	Four Years.	1901	Security Bldg., 4th and Locust sts.
ALBERT B. GREENE.....	Four Years.	1901	76 Koken Bldg., 715 Locust st.
CHRISTOPHER W. JOHNSON.....	Four Years.	1901	Second and Arsenal streets.
ROBERT MOORE.....	Four Years.	1901	Laclede Bldg., 4th and Olive sts.
HENRY DROSTE.....	Six Years.	1903	1828 North Jefferson avenue.
EDWARD C. ELIOT.....	Six Years.	1903	220 North Fourth street.
JAMES L. FORD.....	Six Years.	1903	437 South Seventh street.
WILLIAM G. MOORE.....	Six Years.	1903	86 Vandeventer place.
CALVIN M. WOODWARD.....	Six Years.	1905	Washington University.
JOHN SCHROERS.....	Six Years.	1905	Broadway and Market st.
JOHN A. HARRISON.....	Six Years.	1905	220 North Fourth street.
WILLIAM TAUSSIG.....	Six Years.	1905	3417 Lafayette avenue.

STANDING COMMITTEES, APRIL, 1899.

President Eliot is *ex-officio* a member of all Committees.

COMMITTEE ON INSTRUCTION.

CALVIN M. WOODWARD, ROBERT MOORE, PAUL F. COSTE.

COMMITTEE ON SCHOOL BUILDINGS.

PAUL F. COSTE, WILLIAM G. MOORE, JOHN SCHROERS.

COMMITTEE ON FINANCE.

JAMES L. FORD, ALBERT B. GREENE, WILLIAM TAUSSIG.

COMMITTEE ON AUDITING AND SUPPLIES.

HENRY DROSTE, C. W. JOHNSON, JOHN A. HARRISON.

COMMITTEE ON TEACHERS' ANNUITY FUND.

ALBERT B. GREENE, WM. G. MOORE, C. M. WOODWARD,
PRESIDENT ELIOT.

STANDING COMMITTEES, OCTOBER, 1899.

President Woodward is *ex-officio* a member of all Committees.

COMMITTEE ON INSTRUCTION.

EDWARD C. ELIOT, ROBERT MOORE, WM. G. MOORE.

COMMITTEE ON SCHOOL BUILDINGS.

PAUL F. COSTE, ROBERT MOORE, C. W. JOHNSON.

COMMITTEE ON FINANCE.

JAMES L. FORD, WILLIAM TAUSSIG, ALBERT B. GREENE.

COMMITTEE ON AUDITING AND SUPPLIES.

JOHN SCHROERS, HENRY DROSTE, JOHN A. HARRISON.

COMMITTEE ON TEACHERS' ANNUITY FUND.

ALBERT B. GREENE, WILLIAM TAUSSIG, JOHN A. HARRISON,
EDWARD C. ELIOT.

STANDING COMMITTEES, OCTOBER, 1900.

President Harrison is *ex-officio* a member of all Committees.

COMMITTEE ON INSTRUCTION.

EDWARD C. ELIOT, CALVIN M. WOODWARD, WM. G. MOORE.

COMMITTEE ON SCHOOL BUILDINGS.

PAUL F. COSTE, ROBERT MOORE, C W. JOHNSON.

COMMITTEE ON FINANCE.

JAMES L. FORD, WILLIAM TAUSSIG, ALBERT B. GREENE.

COMMITTEE ON AUDITING AND SUPPLIES.

JOHN SCHROERS, HENRY DROSTE, EDWARD C. ELIOT.

COMMITTEE ON TEACHERS' ANNUITY FUND.

ALBERT B. GREENE, WILLIAM TAUSSIG, ROBERT MOORE.

REPORT OF THE PRESIDENT.

To the People of the City of St. Louis :

In submitting to the people of St. Louis a Report on the Public Schools for the year ending June 30, 1900, I hasten to congratulate them upon the excellent condition of all the schools, the fine work they have done and are doing, and upon the inviting prospect we are able to hold out for the future. The schools have enjoyed many peculiar advantages. As a rule, they are provided with commodious, well-kept buildings, a good course of study, and an excellent set of text-books. The teachers and officers have been devoted and harmonious; parents have given school authorities prompt and cordial support; the pupils in attendance have been loyal, diligent, and happy.

The new charter, under which the Board was organized in May, 1897, continues to vindicate the wisdom of those who framed it. In the judgment of the present Board, it has helped to secure efficiency in all branches of service by requiring the Board and its officers to recognize merit as the only valid claim to employment; and by conferring upon the officers of the Board a degree of freedom and a measure of authority somewhat in proportion to their responsibilities. The members of the Board are now relieved of many petty burdens, which under the old charter they could not easily escape, yet could not successfully carry. Under the present law, all technical matters, whether in the department of instruction or the department of construction, are in the hands of professional experts. Experience shows that the members of the Board still have responsibilities numerous enough and weighty enough to tax the time and temper of public-spirited men.

For detailed information as to the departments of Instruction and Buildings I must refer the reader to the reports of

Superintendent Soldan and Commissioner Ittner. The report of Secretary and Treasurer Hammerstein gives the annual balance sheet and certain tables of expense which it has been customary to publish from year to year. Certain general information is, however, given below.

FINANCIAL.

The following table exhibits the sources of the Board's net income for current expenses, and the several amounts received from each:

RECEIPTS.	
Taxes for 1899.....	\$1,236,923.85
Taxes—delinquent	160,572.39
Taxes on railroads (street and steam).....	92,484.91
Taxes (merchants and manufacturers).....	138,215.28
Surplus commissions on collections of taxes.....	4,139.47
Rents from real estate owned by the Board.....	69,483.96
From State School Fund.....	150,563.73
Sales of Kindergarten supplies in excess of cost.....	62.75
Tuition of non-resident pupils.....	1,345.80
Interest on current deposits and bills receivable.....	12,179.49
Donations from Mr. and Mrs. Wm. Barr for Domestic Science departments	100.00
Earnest money forfeited	1,400.00
General Taxes.....	240.13
Sundries	86.75
Total year's revenue.....	\$1,867,798.51
Cash on hand July 1, 1899.....	200,808.76
Total	\$2,068,607.27

The revenue for the year ending June 30, 1899, was \$1,794,-815.58; hence the revenue of last year exceeded that of the year 1898-9 by \$75,165.15. For various reasons the income for 1900-1 is expected to show a much smaller increase.

The current tax is at the rate of four mills on each dollar of the assessed value of real and personal property, including the railroads. The Assessors reported the assessed value of the taxable property of St. Louis to be \$374,510,772. At four mills per dollar, the school tax assessed was \$1,498,043.09. As the amount collected (including railroad taxes) was only \$1,329,-408.76, the uncollected tax, after deducting the commissions paid the City Collector and the amount of bills stricken off by the Comptroller, is \$154,588.23, from which something may be collected in future as "Delinquent Taxes."

The item, "Rents" arises from the lease of the real estate derived long ago from the lands given "to establish the Public Schools of St. Louis." This property consists of land and improvements in the shape of buildings which are leased to tenants for a rental of about six per cent on the market value of the property. This property, which is known as the "Permanent Fund," is scattered through the city, and has a present market value of \$1,527,863.63. Under the law, the income of this property is to be used for the schools, but the property itself is to be preserved.

EXPENDITURES.

The net expenditures of the year have been as follows:

Census	\$ 1,000.00
Contingent funds.....	1,012.83
Domestic Science and Manual Training...	5,743.01
Examining books	300.00
Expense	12,959.10
Fuel	22,034.79
Furniture	16,449.95
Light, heat and power.....	10,352.15
Insurance	3,395.70
Permanent insurance fund.....	5,000.00
Printing	9,651.51
Rent of school houses.....	6,794.45
Repairs	51,164.47
Repairs, permanent	52,095.95
Salaries, janitors'	113,817.30
Salaries, officers'	49,827.54
Salaries, teachers'.....	1,032,952.07
Street sprinkling	538.11
Supplementary reading	5,600.00
Supplies	27,802.59
Taxes, special.....	3,153.39
Text-books	10,335.50
Vault cleaning	281.55
Water license	7,907.00
Cost of maintenance (including repairs and furniture)...	\$1,450,173.96
Superintendence of new school buildings.....	7,043.00
New buildings, additions and other permanent improvements	409,261.66
School sites	32,102.16
Transfer to Teachers' Annuity Fund.....	10,367.95
Transfer to Schopp Bequest Fund.....	1,000.00
Total yearly expenditures.....	\$1,909,948.73
Cash on hand June 30, 1900.....	158,658.54
	\$2,068,607.27

I give only the excess of cost over sales in the case of text-books, as I gave the excess of sales over cost in the case of kindergarten materials in my table of receipts.

The Supply Commissioner reports that the "net cost" of free books* for the year 1899-1900 is as follows:

Text-books supplied free for first four grades.....	\$10,136.57
Text-books supplied to pupils in higher grades on recommendation of principals.....	2,068.43
	\$12,205.00

The table of expenditures needs a few more words of explanation. Some insurance is carried on the central High school building, the portable buildings, and on the Board of Education building; but the ordinary school buildings are not insured. The Board saves money by creating a "Permanent Insurance Fund" of its own, and by meeting its fire losses from its own fund, instead of paying premiums to insurance companies to take the risk. All the new school houses are practically fire-proof and, considering the careful reconstruction of all parts connected with the heating apparatus of even the old buildings, it is evident that our fire risk is exceedingly small. While the Insurance fund (now amounting to \$30,134.29)† is carried as a reserve within the control of the Board, it does not appear as a part of the "cash on hand." A fund of \$50,000.00 is thought to be ample for all emergencies.

The Annuity reserve of \$10,000.00 has been set aside with a view to its final appropriation to the Annuity funds as soon as the Annuity organization has been placed on a permanent and satisfactory basis.

*The cost of "free books" during the year 1898-9 was \$31,578.85, as given in President Elliot's report. That was largely the "first cost" of the supply for the four grades, and it was expected that the cost this year would be small. If the books last three years—a very reasonable service—the average annual cost of renewals and additions will not be far from \$15,000.00.

†Of this amount, \$15,000.00 is invested in St. Louis and San Francisco 4 per cent gold bonds. The rest of the fund is on deposit in the bank and draws 2½ per cent interest.

The subject of Teachers' Annuities was briefly discussed by President Eliot in the report for last year. It may be proper to say now that both the Annuity Committee of the Board and a committee of the teachers are actively engaged in drafting a bill for a new pension law, and in perfecting a constitution and suitable by-laws for an Annuity Association. At a school festival, held last May at the Fair Grounds, in the interest of the association, about \$8,000.00 was realized for the Annuity fund.

NEW BUILDINGS.

It seems possible with our present resources to spend about three hundred thousand dollars (\$300,000.00) annually on new buildings and the reconstruction of old ones. This, however, is much less than we ought to spend. The demand continually outruns the supply. While all the resources of the Board are absorbed in maintaining the schools now organized, and in building where the needs are most urgent, certain very important additions to plant and to the course of instruction are of necessity neglected. The oft-repeated calls for more High schools are drowned by those for more district schools for the lower grades. We need a new school between the Peabody and the Charless; a new school between the Arlington and the Dozier; and new schools at Oak Hill and Walnut Park. The "Dodier" is in a rented building, which should be replaced by a larger building of our own. But we cannot put up buildings for these schools till we have the money to pay for them.

During the last year, an unusual number of buildings were finished and opened for use, as follows:

The "Sherman", Flad Av., near Vandeventer.....	containing 20 rooms
The "Elliot", 4250 Grove St.....	containing 20 rooms
The "Jackson", Madison and Hogan Sts.....	containing 20 rooms
The "Rock Spring", Sarpy Av., near Hawk Av.....	containing 10 rooms
The "Simmons", 4234 St. Louis Av.....	containing 10 rooms

Additions were made as follows:

In the "Columbia", finished off.....	4 rooms
In the "Fremont", added.....	6 rooms
In the "Gratiot", added.....	4 rooms
In the "Riddick", added.....	6 rooms
In the "Adams", added.....	4 rooms
In the "Marquette", added.....	4 rooms

Total.....	108 rooms
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The "Jackson" and the "Rock Spring" replace the old Jackson and the old Rock Spring, and the Simmons takes the place of the old Simmons. All these old buildings have been torn down or abandoned and offered for sale.

The "Field," the "Marshall," the "Mt. Pleasant," containing 52 Rooms, and various additions aggregating 22 Rooms, are well under way, and will be finished during the year 1900-1901.

In addition to the above, eight portable buildings, containing one room each, were erected during the year, and several more have been built during the past summer. This style of building was fully described in the Report of last year. It is still regarded as satisfactory where the demand for more room is urgent, and permanent quarters cannot be supplied for some time.

The cost of one of our modern school rooms in a fire-proof building is about \$5,000.00. We can then, with \$300,000.00, build 60 rooms per year. These may be needed to meet the demand in new districts, or they may replace old and "unsanitary" buildings. Unfortunately, we have still in use many poorly built and poorly equipped structures which are used only because the Board has no money with which to replace them by modern, fire-proof, well-ventilated, convenient and attractive structures. New buildings are also to be supplied for those which are left vacant by the gradual movement of population westward. This last demand for new rooms is a steady one. Schools like the "Benton", the "Bates", and the "Washington", are the successors of schools occupying buildings which a few years ago stood where now there is little or no school population. The "O'Fallon" has closed several rooms, and the "Everett" and the "Eads" have gone completely out of use, and they have no successors bearing their names.

ACKNOWLEDGMENTS.

Although formal recognition has always been given in the case of benefactions to the schools, it is fitting that public men-

tion of them should be made in the Annual Report. It should be understood that gifts to the cause of education are always welcome, and will always be gratefully remembered. He who builds a schoolhouse or equips a schoolroom is sure of a lasting monument.

During the past year Mr. and Mrs. Wm. Barr have generously met the expense of several improvements to the Domestic Science laboratory at the Columbia school. They have also presented to the schools for general use nearly a hundred framed photographs selected during an extensive European tour. These pictures, which are of rare beauty, will do duty in all the school-rooms of the city.

The fine cooking table in the science room of the Jefferson school is substantially the gift of Mr. Elias Michael.

The Laclede Gas Light Company is to be credited with the gift of a long main supply pipe to the new Domestic Science room of the Shepard school.

SCHOOL ATTENDANCE.

The enrollment in the day schools during the year 1899-1900 was 78,263, as against 76,244 for the year before, giving an increase of 2,016. The distribution of these 78,263 children through different ages and different grades is a matter of great interest, as it shows how long the pupils remain in school and when and where they disappear; that is to say, it shows where the public schools come up to a high standard of efficiency in that they retain their full quota of school children from year to year; and again it shows where, by reason of the premature withdrawal of pupils, the schools are depleted, and hence fail in one essential respect, viz., that of securing the persistent attendance of pupils.

The following table gives the numbers for each year of age, from eight to sixteen inclusive, for the three years 1897-1900,

separately. They are taken from the Superintendent's Report,* which contains the numbers for all ages and grades.

SCHOOL ATTENDANCE FOR DIFFERENT AGES.†
School Years.

1897-'98.	1898-'99.	1899-1900.
		8 years old, 9,778
	8 years old, 9,989	9 years old, 9,431
8 years old, 9,728	9 years old, 9,128 (600)	10 years old, 8,712 (416)
9 years old, 8,672	10 years old, 8,339 (333)	11 years old, 7,769 (570)
10 years old, 8,003	11 years old, 7,458 (545)	12 years old, 7,243 (215)
11 years old, 7,324	12 years old, 7,073 (251)	13 years old, 5,950 (1123)
12 years old, 6,923	13 years old, 5,794 (1129)	14 years old, 4,080 (1714)
13 years old, 5,927	14 years old, 3,977 (1950)	15 years old, 2,504 (1473)
14 years old, 4,032	15 years old, 2,302 (1730)	16 years old, 1,784 (518)
15 years old, 2,516	16 years old, 1,656 (860)	
16 years old, 1,776		

*I have omitted the number of children six (6) and seven (7) years old for two reasons: 1, there is no discussion about the "withdrawal" of such young children; 2, the number reported as "seven years old" is abnormally large. This abnormal showing is due probably to the fact that children under that age are prematurely "smuggled" into the Kindergarten, and then at the end of the year, again are "smuggled" into the First Grade, where they are reported as "seven" years old for rather more than a year, that is, till they are really "eight." A careful examination of the reports shows that about 1000 such cases of smuggling occur every year. As a certain age is required only for admission to the Kindergarten and to the First Grade, there is no motive for continuing the deception beyond the seventh year.

†The actual age of those who are reported as "eight" is on the average eight and a half, since in every case the months in excess of eight years are omitted, and naturally the months would vary from 0 to 12. A similar remark applies to all other ages. For the purposes of this discussion, it is simpler to give the whole years.

It will be seen from the table that the number of children in school last year who were fourteen years old was 4,080, very nearly the same as for the year 1898-9, when it was 3,977; and again for 1897-8, when it was 4,032. For other ages also, the numbers do not vary much from year to year. But the numbers in each column diminish rapidly after we pass the children who are twelve years old. This suggests a great falling out of school, but as those thirteen years old are different children from those who are twelve in the same column, and those who are fourteen and older are still different, there is some uncertainty as to the number and ages of those who actually drop out.

If, however, we read across the table, we shall follow the same children from year to year. Take for instance the 7,324 children who were eleven years old in '97-8. They were the only children who could be twelve years old in 1898-1899, and the only ones who could be thirteen years old in 1899-1900. The figures in parentheses show how many dropped out of school during the year. Of the 7,324 eleven-year-olds in 1898, 7,073 appear next year as twelve-year-olds; hence the loss was 251, which is not a large proportion. But in 1900, when they are thirteen years old, they number only 5,950; this shows a loss during the year of 1,123,* which is heavy.

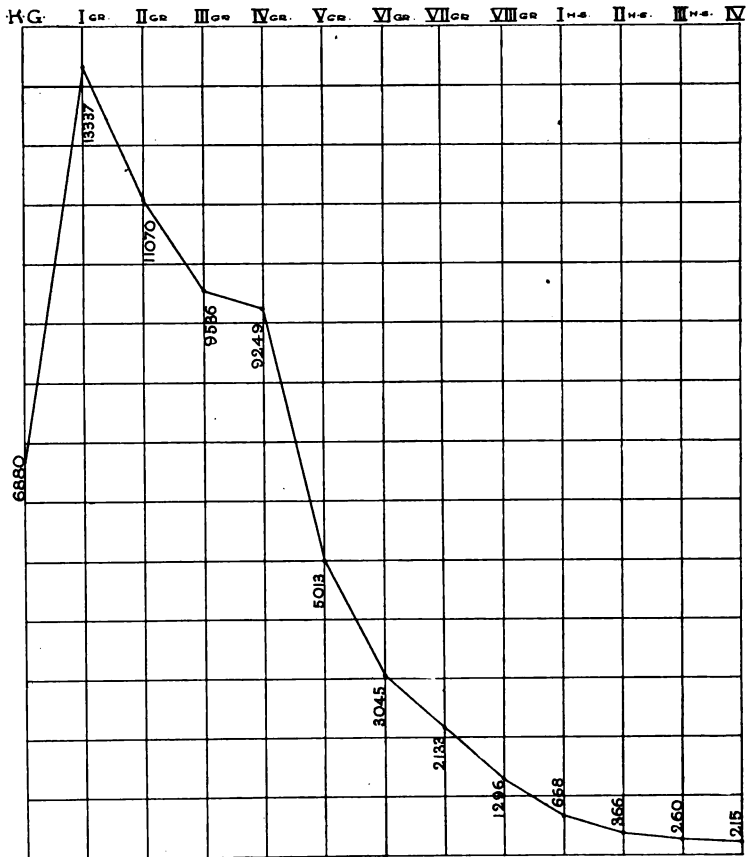
Next let us take those who were twelve, thirteen, and fourteen years old in 1897-8, and see what has become of them. Their numbers aggregated 16,882 in '97-8. In 1898-9 they were, of course, thirteen, fourteen and fifteen years old, and they numbered 12,073. In 1899-1900 they were fourteen, fifteen and sixteen years old, and they aggregated only 8,368. Here is a loss in two years of 8,514 children out of 16,882, with an average age of fourteen years. The table yields other results equally interesting.

*Of course some may have died; some may have moved out of town, and some may have gone to private schools; but these losses have been very nearly made good by the accession of children from families moving into the city, and from private schools.

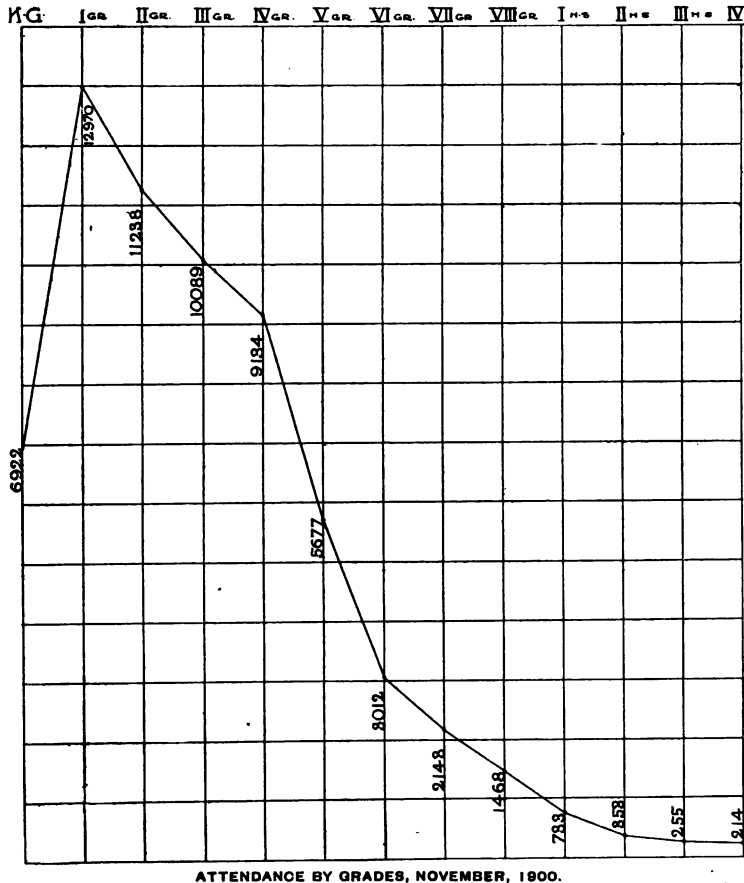
ATTENDANCE BY GRADES.

Let us now look at other reports of the Superintendent, and see from what grades these pupils drop out of school.

The following diagrams constructed from data furnished by Superintendent Soldan show the "number in actual attendance" in each Grade in November in the years 1899 and 1900. On the vertical lines are the numbers in the several Grades. The Roman numbers at the top of each diagram give the different grades of the District Schools and the classes in the High Schools. I give two diagrams in order to exhibit the great similarity in the attendance of different years, which is such that a single diagram may be taken to represent the attendance of the same group of children through the course.



ATTENDANCE BY GRADES, NOVEMBER, 1899.



A glance at either the figures or the bounding curves will show that there is a vast falling off at the end of the fourth grade and again at the end of the fifth grade. In one case, of the 9,249 children who were enrolled in the fourth grade, only 3,045 appear in the sixth. In the other case, 9,134 fell to 3,012. In each case more than two-thirds disappeared.

These figures answer the question I asked above as to the grades from which the greater number of children drop out. The answer is: from the fourth and fifth grades. From the sixth grade forward the percentage of loss is somewhat less, but it is still much too great.

To more definitely locate the loss, let us compare the fourth grade of 1899 with the fifth grade of 1900. The figures are taken from the Superintendent's reports:

AGES OF PUPILS IN THE FOURTH AND FIFTH GRADES.

Fourth Grade in 1899.	Fifth Grade in 1900.	Loss.
"Normal age"—10 yrs.	"Normal age"—11 yrs.	
36..... 8 yrs.	29..... 9 yrs.	7
537..... 9 yrs.	299.....10 yrs.	238
2094.....10 yrs.	1253.....11 yrs.	841
2759.....11 yrs.	1787.....12 yrs.	972
2170.....12 yrs.	1497.....13 yrs.	673
1127.....13 yrs.	578.....14 yrs.	549
336.....14 yrs.	193.....15 yrs.	193
118.....15 yrs.	38.....16 yrs.	80
15.....16 yrs.	2.....17 yrs.	13
6.....17 yrs.	1.....18 yrs.	5
1.....18 yrs.	0.....19 yrs.	1
Totals 9249	5677	3572

The loss is distributed over all the ages, but the percentage of loss is highest among the oldest pupils.

The "Normal age" is the age of a child who enters the kindergarten at six, enters the first grade at seven, and accomplishes a grade every year, reaching the fourth grade when ten years old, and the fifth when eleven.

If now we take the fifth grade of 1899 and see how it shows up in the sixth grade a year later, we have the following table:

AGES OF PUPILS IN THE FIFTH AND SIXTH GRADES.

Fifth Grade in 1899.	Sixth Grade in 1900.	Loss.
"Normal age"—11 yrs.	"Normal age"—12 yrs.	
28..... 9 yrs.	28.....10 yrs.	0
252.....10 yrs.	228.....11 yrs.	24
1025.....11 yrs.	698.....12 yrs.	327
1603.....12 yrs.	1013.....13 yrs.	590
1278.....13 yrs.	748.....14 yrs.	530
628.....14 yrs.	236.....15 yrs.	392
159.....15 yrs.	56.....16 yrs.	103
36.....16 yrs.	5.....17 yrs.	31
2.....17 yrs.	0.....18 yrs.	2
2.....18 yrs.	0.....19 yrs.	2
Totals 5013	3012	2001

Here the loss is very largely among the older pupils.

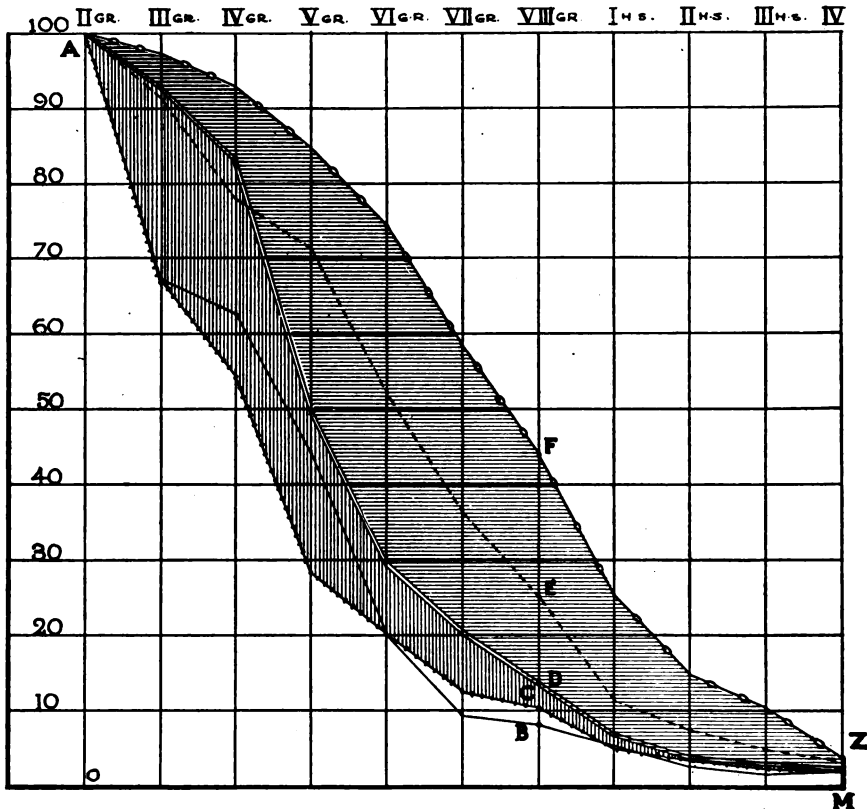
The amount of the loss shown in these two tables is appalling. In spite of free schools in comfortable and attractive buildings, in spite of skillful teachers and expert supervision, nearly *six thousand* of our boys and girls every year stop going to school, *with the district school course of study only about half finished*. This is a sad state of things, yet it should be known to every citizen of St. Louis, that every year a vast army of public school boys and girls, who are thirteen and fourteen and fifteen years old, in the middle of the district school course, for one reason or another, stop going to school. These facts have much the nature of a public calamity, and it is the solemn duty of those in responsible charge of the schools to point out as clearly as possible the probable causes and the most practicable remedies. I am convinced that the causes are in a large measure preventable, and that the remedies are in our hands, as I shall soon show.

I will here insert some additional attendance tables and diagrams which are full of suggestions to the people of St. Louis. They serve to confirm what has been said in regard to the attendance upon our schools, and by contrast with the attendance elsewhere they lead us to the discovery of not only our partial failure, but its causes and remedies. The figures in the table give the numbers in attendance in the third and higher grades out of 100 children who were regularly enrolled in the second grade.* In other words, they show the "persistence" through the grades and High schools of pupils who numbered 100 in the second grade.

*I omit the first grade and the kindergarten for the reason that their enrollment is quite irregular. A few schools have no kindergartens, and in all schools many pupils do not enroll till they are seven or eight years old.

COMPARATIVE ATTENDANCE, ST. LOUIS, CHICAGO AND BOSTON.

		Grammar Grades.								High Schools.			
		II.	III.	IV.	V.	VI.	VII.	VIII.		1st. Year.	2nd. Year.	3rd. Year.	4th. Year.
St. Louis, years	1879-1881.....	100	67	63	44	20	9	8		5	3	2	2
"	" 1887-1890.....	100	67	55	28	20	13	10		5	3	2	2
"	" 1898-1900.....	100	83	63	50	29	21	14		7	4	3	3
Chicago,	" " ".....	100	91	78	71	52	37	26		12	7	5	3
Boston,	" " ".....	100	97	83	85	74	59	44		25	15	10	4



The first line of the table gives the average persistence deduced from two St. Louis reports made twenty years ago.

The second line gives the average persistence for the three years just preceding the partial introduction of free text-books in St. Louis in 1890.

The third line gives the "persistence" in St. Louis schools to-day made from the average for the last two years.

The fourth and fifth lines give similar figures for Chicago and Boston Public Schools, taken from their last two Reports. All these figures have been checked in the Superintendent's office.

The first line in the Table is represented by the plain fine line (———), ABZ in the diagram. The distance of that line from the base line OM shows the degree of persistent attendance of St. Louis children twenty-one years ago.

The hatched line (-|-|-|-|-|-|-|-|-|-), AZC represents the persistent attendance of St. Louis children ten years ago.

The double line (=====), ADZ, represents the persistent attendance of St. Louis public school children at the present time.

The dotted line (-----), AEZ, represents the persistent attendance of Chicago public school children at the present time.

The line (—o—o—), AFZ, represents the persistent attendance of Boston public school children at the present time.

Both the table and the drawings prove what has been proved before, viz.: that Chicago children stay longer in school and get more education than do St. Louis children; and that Boston children stay still longer, and get still more.

Not only do I thus compare the work we are doing with what is done in the foremost of American cities, but I compare what we are doing to-day with what was done in St. Louis ten and twenty years ago.

The above is an exceedingly interesting and valuable exhibit. It shows at a glance just where St. Louis stands, both as regards its former records, and as compared with the highest standards.

We can point with pride to our kindergartens and to the quantity and quality of the work done in our primary grades.

We have reason also to be well satisfied with the quality of our workmanship in the upper grades; it is only in regard to the quantity that we are disappointed. Hence, while this exhibit wounds our pride, it is not wanting in suggestion and encouragement. It is gratifying to note that measures adopted by the Board of Education have had a marked influence in improving the attendance. The darkly tinted area between ACZ and ADZ shows the remarkable progress we have made since 1890. It shows that our pupils remain much more generally through the third and fourth grades than formerly, and that there is some improvement in all the grammar grades.

Our attendance up to the fifth grade is rather better than that in Chicago. Had we a truancy law, as they have in Massachusetts, I believe our showing up to the fifth grade would be as good as that of Boston. While Chicago falls behind us in the third and fourth grades, she distances us in all the higher grades. Boston beats us at every point, and from the sixth grade to the third year of the High schools she beats us three to one.*

This exhibit has nothing to do with those who never come to the public schools, neither has it anything to do with the size of cities or the total numbers who enroll in the second grades; my figures and diagrams merely show the extent of school attendance on the part of the children who enroll as pupils, be their original number large or small.

Let me hasten to say that I do not think this partial failure reflects upon our teachers or our superintendent and his assistants.

Does then the responsibility rest upon the Board of Education, and upon former School Boards? In a measure it does, as it does upon parents and the fathers of the commonwealth. Certainly, it is the duty of the Board to see to it that the city does not suffer through ignorance of what means and appliances

*There are special reasons for the sudden fall shown in the fourth year of the Boston High Schools, which do not hold in St. Louis.

are requisite and adequate for the proper education of the children of the city. The main object of this discussion is to show where the work of our schools seems to fail of the best results; to point out some of the potent reasons for the failure; and to suggest definite and reasonable remedies.

I think I have effectually accomplished the first part of my task. I have shown that, while our children persist in their attendance in a very satisfactory way up to and through the fourth grade, they then drop out and disappear to such a degree that it is a public calamity, since the inevitable result is too little education and a comparatively low grade of public intelligence.

THE CAUSES OF THE SMALL ATTENDANCE IN THE HIGHER GRADES.

It is not so easy to point out the causes definitely and certainly. Individuals act from mixed motives, and when one comes to account for a popular movement, the complexity of motives often baffles all analysis. However, in the present case, it is easy to eliminate some readily suggested causes and to establish the potency of others. No attempt will be made to give all the causes or to explain all the phenomena of school attendance, either in St. Louis or elsewhere.

The most common excuse given for dropping out of school is that of poverty; some parents consider themselves too poor to buy books and maintain the child, or that the child's earnings are needed to help the family. I do not believe that St. Louis suffers more from this cause than other cities. Poverty is a cause to a certain extent in all cities, but the striking differences shown between St. Louis and other cities are not to be accounted for on the basis of poverty. I doubt if the patrons of the public schools in this city are financially or socially inferior to the patrons of the public schools of Boston. My discussion of the attendance reports has shown that the bulk of the withdrawals are from the two grades, the fifth and sixth, and that the pupils who withdraw are, as a rule, much older than those

who remain. It goes without saying that such pupils are backward in their studies, the reason for which may be sickness or slowness or lack of interest. Certainly the older pupils, the retarded pupils, the discontented pupils, do not withdraw on account of poverty. If abundant means on the one side and penury on the other have any influence on the character, scholarship, and ambition of children in our schools, it is not seen in unusual diligence and ability produced by the former; nor in idleness, inability and lack of zeal produced by the latter. I suspect the excuse of poverty is often made a cover for criminal neglect on the part of a parent, or a feeling of discontent on the part of the child.

I reject all suggestions which base our slim attendance in the higher grades upon poor teaching, unwholesome schoolrooms, or the rivalry of private schools. The high quality of our teaching corps is everywhere recognized; our schoolrooms are bright, comfortable, and well ventilated; our private schools are not at all unusual for cities of the first class. Whatever their quality, the number of their pupils is very small in comparison with the army of withdrawals. When the truants are found, they are not at school anywhere,—they are in factories, department stores, “helping at home,” or on the street.

It is not necessary to deny that there is any lack of mental capacity on the part of our youth; they are not forced out of school because they are dull or slow. St. Louis boys and girls are as bright and alert as the best.

There is a reasonable loss from the higher grades in every city. There is a certain death rate, a certain amount of pinching poverty, and a certain amount of incapacity which practically shuts out pupils. I am not complaining of such losses.

My deliberate conclusion after a careful study of the matter is that the prime causes for the abnormal withdrawals are: first, a lack of interest on the part of the pupils; and secondly, a lack on the part of parents, of a just appreciation of the educa-

tion now offered, and a dissatisfaction that we do not offer instruction and training of a more practical character.

The pupils become tired of the work they have in hand, and they see in the grades above them no sufficiently attractive features to invite them. They become discontented and neglectful; failure follows, they get behind, and then they stop.

As for the boys from twelve to fifteen years old, their discontent is not unnatural. They are conscious of growing powers, passions, and tastes, which the school does not recognize. They find the restraints of the schoolroom and grounds very irksome. Many of the things they are required to do seem petty and trivial, and frequent repetitions make them intolerable. Their controlling interests are not in committing to memory the printed page; not even the arithmetic serves to reconcile them to school hours and school duties. They long to grasp things with their own hands; they burn to test the strength of materials and the magnitude of forces; to match their cunning with the cunning of nature and of practical men. This applies to girls as well as boys. Such boys and girls may be saved to school, to the community, and to themselves, by manual training and domestic science and art in their school curriculum, and by the offer of a high-school training suited to their tastes, and situated conveniently near. This is the conclusion of careful observers of educational progress the country through.

The dissatisfaction of parents springs from several sources. A parent counts the cost of the books he must buy from the time his child enters the fifth grade. This brings in the question of "free books," which I shall discuss later on. The discontent of the boy or girl contributes to the feeling that the cost of books and the loss of a child's labor are too great a price to pay for what the child is getting. As for going to the high school—it seems to the parent to be out of the question. The school is too far off—too costly in books, in dress, and car-fare, and not sufficiently practical in its course of study. Now, since there appears to be no chance of the child's going to the high school,

there is no need for him to complete the grammar grades; so out drops the child with the consent of the parents. This is the history of thousands of cases that occur every year.

Of course it is easy to see that the above reasoning upon the part of the parent is faulty; but it is equally easy to see that it is not altogether without justification. A parent is entitled to the feeling that his child is sufficiently interested in school work to make fair progress, and that the training given is suited to his prospective needs, and that it is worth all its costs.

Undoubtedly the immediate cause of a great falling off in the attendance at the end of the fourth grade is due to the necessity of buying text-books, since "free books" are not supplied beyond the fourth grade. I call attention again to the diagrams on page 14. The improvement observed in the curve for 1900 over the curve for 1890 is largely, if not chiefly, due to the free books supplied to the primary grades.

THE INFLUENCE OF FREE BOOKS.

Originally, I was opposed to free books for the reason that the Board could not afford the expense—that is, I thought the money the books would cost could be spent to greater advantage in other ways. But wise or unwise, the policy of free books has been adopted, and the favorable effect upon attendance cannot be gainsaid. The attendance has improved (as shown by the shaded area) in all the grammar grades; but the improvement is remarkable only in the second, third and fourth. In Chicago they have no free books. Boston has free books in all the grades.

It is possible that our plan of free books for the primary grades only has sometimes an unfortunate and misleading effect upon parents. In point of fact, text-books are very cheap, and the Board delivers them to patrons at cost, yet to a parent accustomed to the idea of "free schools" and "free books," the demand for money with which to buy a full set of books in the fifth grade, seems an imposition, and it irritates and antago-

nizes him. He makes haste to claim that he is too poor to buy the books, and he delays sending the money till the child is shamed into dropping out of school, and the evil is done.

It is possible that our present plan gives the impression that we do not count upon the further attendance of the great mass of children. The Board seems to sanction the idea that on the completion of the fourth grade, the "plain people" have had schooling enough; so the children are withdrawn and put to work as a matter of course. Parents appear to have accepted the end of the free-book period as the goal for which a working man's child should strive, and they have agreed that having reached that point the pupil should withdraw.

This practice must be broken up if it is possible to break it. Text-books must be "free," at least till the high school is reached—perhaps through the high school, as is done in every city in Massachusetts. This would have a very beneficial effect upon the "persistence" in the higher grades.

ST. LOUIS LACKS MODERN FEATURES IN THE HIGHER GRADES.

I have yet to account for the striking way in which both Chicago and Boston beat us after the fourth grade. Of a hundred children who were together in the second grade, Boston shows 85 in the fifth grade; Chicago shows 71; St. Louis, 49.

In the sixth grade, Boston shows 75, Chicago 52, St. Louis 29.

In the eighth grade, Boston shows 44, Chicago 26, St. Louis 14.

What are the attractions and inducements to persistent attendance in other cities which the St. Louis public schools lack? This question is easily answered.

Of course, there is a sentiment in both cities, more especially in Boston, in favor of education; but it is that sentiment that I am to explain.

In the first place, in all the higher grammar grades in those cities, the course of study is enriched by the introduction of

manual training and domestic science. These departments have been well established, and their wholesome, attractive nature is well understood and counted upon. In the second place, the most potent factors in their influence on the attendance in the higher grammar grades are the numerous and well-appointed high schools scattered through each city. Boston has eleven, and Chicago has fifteen; each has a Manual Training High School for boys that is overcrowded, and each is planning for more. Every pupil in the lower grades in those cities can look forward from attractive work to still more attractive work, in a neighboring high school. Kansas City has nearly doubled its high-school attendance by the establishment of a manual training high school for boys and girls.

That St. Louis has for white children but a single High School, the same as she had twenty years ago, is a fact at which all the world except St. Louis marvels exceedingly. I repeat: the great mass of people in this city seem to have settled down to a confirmed habit of letting their children stop in the middle of the district-school course. To stop this practice, the Board of Education, the teachers, and all the friends of public education should bend all their energies. All obstacles to continuance in school should be removed, and all reasonable allurements should be held out to induce a new habit, viz.: that of completing the entire public-school course.

REMEDIES PROPOSED.

To have pointed out the causes of the insufficient attendance in our higher grades, is almost to have suggested the remedies: 1, Free books must be furnished through all grades of the district schools; 2, The course of study in the higher grammar grades in every school must be enriched by manual training and domestic science; 3, A system of high schools, including manual training schools, must be established. These three remedies would in my judgment lift St. Louis to a position on the highest plane.

In a very modest way the work in manual training and domestic science has been begun by the Board of Education. The larger part of the pupils in the last two grades of the district schools are given weekly lessons and practice in manual training; the boys in drafting and the elements of woodworking; the girls in needlework, cooking and household economics. A single lesson a week is indeed a minimum, but that lesson has brought in a new interest and has opened a most attractive field.

In a thousand homes boys and girls are now talking about these weekly exercises. What do the parents think of them? Does it seem to them that the time and money thus spent are wisely spent? Are the forty lessons per year likely to prove valuable subjectively: in mental growth in the direction of correct observation and sound judgment; in the formation of habits of system, precision and honesty; and in the acquisition of executive skill—objectively, in the knowledge the pupils gain of very practical affairs; and incidentally, in the new interest with which the whole program of the school is invested? Would a little less of some other things be more than compensated for by a little more of these new features in the still higher grades? Would such things, in the estimation of pupils and their parents, help to make more school education worth the while?

A long and intimate acquaintance with parents and pupils, and a wide observation of the influence of the laboratory method of education, enables me to anticipate the answers to my questions. What the Board has already done is heartily endorsed; what more we can do along the same lines will be looked upon with favor. The work now in progress in the seventh and eighth grades must be extended. Most and best of all, a Manual Training High School should be built immediately, capable of receiving 1500 boys and girls who have completed the lower grades. The value of such a school to St. Louis would be beyond estimation. It would stimulate the grades with a new ambition and hope; it would create an entirely new High School

constituency.* Our Central High School meets a strong demand, and it should be re-enforced and maintained generously; but it satisfies less than one-third of the community. The city needs four High Schools, two literary and classical, and two scientific and manual. Thus they would complement and balance each other, and the Public School System would be complete.

I do not hesitate to predict,—basing my prediction on what I have personally seen, and on the experience of a score of American cities—that were these several remedies applied, the attendance in our sixth, seventh and eighth grades would be doubled, and the High School attendance trebled, within a very few years. I can think of no greater boon to St. Louis.

THE NEED OF MORE INCOME.

The reader who has followed me thus far can need no argument to convince him that the resources now at the command of the Board are quite inadequate to the needs of a system of public education in St. Louis as complete as that which has been outlined. That is exactly the point to which I wish to bring every parent and taxpayer of the city.

The four-mill school tax and the income from the "Permanent Fund," plus the city's share in the interest on the State School Fund, were once supposed to be sufficient to maintain the schools and to keep pace with the school population on the basis of the system then existing. This was in the year 1875. To be sure, the managers of the public schools had been trying to main-

*The Kansas City Manual Training High School was opened in Sept., 1897.

The enrollment for the present year, 1900-1, is as follows, boys and girls:

First-year class.....	621
Second-year class.....	361
Third-year class.....	261
Fourth-year class.....	140
Post-graduates	39

Total..... 1422

It is most remarkable that 621 pupils should enter this new school from the highest grammar grade. The population of Kansas City is 163,752; that of St. Louis is 575,238.

tain the schools on a four-mill levy for several years previous to the adoption of the present State constitution, but they had failed. When the constitution was adopted, the Board was in debt \$754,000.00, and the constitution permitted the levy of an additional mill with which to pay off that debt. But the levy in excess of four mills ceased when the debt was paid. Since 1875 the Board has been compelled to get on with the income explicitly allowed by the constitution.

Under existing conditions the revenue of the Board does not increase as rapidly as do the demands upon it. The better and more attractive our schools become, the greater the need of money with which to maintain them. Hence it is steadily becoming more and more difficult to administer the schools.

As every critical examiner knows, the management has never been thoroughly satisfactory. Schoolhouses formerly were not substantially built, and they were always too few; schoolrooms have been too crowded; school teachers have been paid too little. Some Boards have done better than others, but all have been hampered. St. Louis has spent less per pupil than other first-class cities, simply because she has had less to spend, not because she has wished it. Whether we consider the amount of our income per head of our population or the amount per head of pupil, St. Louis stands near the foot of the list.*

It is well understood that in common with the municipality of St. Louis, the revenue of the public schools suffers from the fact that large amounts of valuable property in St. Louis escape their just share of taxation. Although the Board of Education has no responsibility in the matter, it has persistently, through its attorney, urged upon the proper officers not only the reasonableness of an equal valuation and an equal distribution of the burden of taxation, but the necessity of a larger income for the support of the schools. Something has been gained in this direction, and it is hoped that more will be accomplished; but relief from that source is very uncertain, and

*See Table in Supt. Soldan's Report.

at best it will not be large. In the present emergency we cannot count upon it.

NEW DEMANDS ON THE BOARD'S RESOURCES.

It is possible that with honesty and economy, the Board could administer the schools fairly on the plan of 1875 with its present resources; but the plan has greatly changed during the past twenty-five years, and a large number of new demands are upon us which we cannot, or at least ought not, resist. Let me enumerate some of the obligations we are now under, which the Board did not have in 1875, when the State constitution was adopted:

Twenty-five years ago there were no kindergartens in St. Louis. The kindergartens practically add one year to the district-school course, and a kindergarten room costs about twice as much to build and heat as an ordinary schoolroom. We now have 67 kindergartens and 300 kindergarten teachers, with a daily attendance of 6300 children. They cost for salaries of teachers and supervisors alone, \$90,532.

In 1875 we had no regular system of free books; we now furnish free books to the first four grades (over 40,000 children) at a cost per year of about \$15,000.

In 1875 there was no law requiring the School Board to construct fire-proof buildings. This new feature, together with modern lavatories, finished basements, and forced ventilation, adds at least 25% to the cost of every new school building. Our annual outlay for new and reconstructed buildings of \$300,000 per year, would have cost less than \$240,000 had they been built according to plans in use twenty-five, or even ten, years ago. Hence here is a yearly demand, entirely new, for \$60,000.

Twenty-five years ago, annuities and pensions for life-long teachers, who were "retired" without adequate means for support, were unknown. To-day, annuity associations are favored by the best sentiment in every community, and the present Board has felt constrained to favor, for such an Association, an

annual appropriation of \$10,000. Unless the revenue of the Board be increased, its ability to actually make such appropriations may well be doubted.

There are other demands arising from improvements in the course of study and the training of the children, such as physical culture, drawing, domestic science, and elementary manual training, which, though of little cost individually, aggregate quite a sum. The gross amount of these recently created demands comes close to \$200,000 per year.

I heartily approve the policy of Boards of Education during the last quarter of a century in accepting these new demands upon their resources. Opinions may have differed as to the propriety of the Board's action at various dates, but there should be no difference of opinion as to the duty of the present Board. Neither kindergartens, nor physical culture, nor free books, nor manual training, nor fire-proof buildings should be cut off and abolished. Like everything else which is valuable, a good system of education costs a great deal of money; and like everything else that is progressive, the best educational system is a growth. It was the verdict of an International Commission at the Paris Exposition that the St. Louis system was of superior merit; that its development was healthy and strong; that it preserved a proper balance of the old and the new. Hence the "Grand Prizes" which were awarded to the city. But this finely developed system needs more money for its complete realization and adoption. The best planned system is useless without means and appliances to make it effective. The Board of Education endorses every improved feature, and it looks forward to a more complete realization of the plan already formed. This will take more money, as is easily seen.

To furnish text-books to twice the present number of pupils in all the higher grades would cost \$25,000 per year.

To give manual training and domestic science to the increased number of pupils in the seventh and eighth Grades in all parts of the city would cost \$20,000 per year.

To build and equip three more high schools would cost \$500,000, and to maintain them would cost \$200,000 per year.

But even this is not the whole story. There are 7,000 pupils in the sixth, seventh and eighth grades combined. We must double the number—and we shall do it if our plan is adopted. To seat and instruct 7,000 additional pupils will require 145 new rooms and 145 additional teachers. This involves buildings that will cost \$725,000 and an addition to our teachers' salary list of \$100,000, not to mention the cost of care, and heating. The total comes near two millions of dollars, and yet I have not told what it would cost, to reduce the quota of pupils to teacher—as should be done—or to lift our teachers' salaries to what they are in other first-class cities, or to provide "ungraded" schools for pupils who for special reasons should be furnished with more individual attention than can be afforded in crowded rooms. The problem of public education is not a simple one; happy is the city which sees what the proper solution is and has the courage and intelligence to solve it.

The cost of these several extensions and additions would at first seem to put them utterly beyond our reach; but the prospect is by no means so discouraging. The State constitution has provided a way out of our financial difficulty which ought to have been resorted to long ago.

The constitution of the State provides that the Board of Education may impose a tax of four mills per dollar for the support of the public schools; but it also provides that the rate may be increased to an amount not exceeding ten mills if the voters who are tax-payers vote favorably upon a proposition to that effect submitted by the Board at a special election.

In most cities and towns of the State, the school tax has been increased by popular vote, either for buildings, or for maintenance, or for both.* Kansas City has issued bonds, with the

*"This raising of the tax rate for school purposes, it seems, is almost universal in the cities and towns of the State. Thus in the year ending June 30, 1899 (according to the report of the State Superintendent), out of two hundred and sixteen cities, towns and villages, only eight levied the forty-cent rate, all the others having increased the annual rate by vote of the tax-payers, or levied a special rate for school buildings as the result of a two-thirds vote; and out of the schools in the larger cities and towns—that is, cities and towns having more than sixteen teachers in their schools—only one (St. Louis) levies the forty-cent rate, all the others having an increase."
—Judson on Taxation in Missouri, p. 171.

proceeds of which she has put up several new buildings, including a manual training high school; and she has gradually increased the tax levy from 4 mills to 8 mills. With one mill she pays interest; with $1/5$ of a mill she forms a sinking fund for the payment of the bonds; with $6\frac{4}{5}$ mills she maintains and improves her schools. Fortunately this Board has no bonds and no interest to pay.

TWO MORE MILLS WANTED.

Before I began to make careful estimates, I was under a general impression that a single additional mill tax would enable the Board to meet all reasonable demands. I am now convinced that we need two additional mills.

One mill will suffice:

- (a) To furnish free books through all the grades.
- (b) To furnish constructive work and domestic science in the course of study through the higher grades.
- (c) To furnish the additional teachers needed in the grades.
- (d) To furnish teachers for the new High Schools.

The second mill will suffice:

- (a) To gradually build and equip new High Schools.
- (b) To add new district-school buildings as they are needed.
- (c) To gradually reconstruct worn-out, uncomfortable, unsafe, and unsanitary buildings.

At the end of several years when through the additional revenue the much-needed facilities have been provided, and the city has been rescued from its low estate in the educational scale, a reduction may be possible. However, that should be left for the future to decide.

A final consideration, which must have occurred to all, is that of the extraordinary demand upon school facilities which must inevitably accompany the installation and maintenance of the Great Fair of 1903. The influx of workmen, shopkeepers, exhibitors, and speculators, with their families, will help to flood our schools. We should have spare rooms in every neighborhood, and money on deposit for new teachers, as they are needed.

CONCLUSION.

Are the citizens of St. Louis ready to authorize a 6-mill tax in the place of the present inadequate 4-mill tax? Are the taxpayers of the city willing to vote "Yes" if the Board submit the proposition to add a tax of two mills on a dollar for the betterment of our public schools?

The new work outlined in this report cannot be done, or even begun, without more income. No matter what the disposition or the ability of the Board, they cannot provide the funds for more schoolhouses and improved instruction unless the people approve this proposition.

The members of this Board are giving to the city the best administration of which they are capable, and they will endeavor to put the schools on a high and satisfactory basis with the increased revenue here recommended.

While the Board have as yet taken no formal action on this matter, I am persuaded that they stand ready to submit the proposition for an additional school tax to a vote at an election held at an early date, provided there is a reasonable prospect of success.

Standing as we do upon the threshold of a new century, with a great awakening in this community in the interest of higher education, may we not with reason expect a great revival of interest and devotion in the cause of a more complete system of secondary education for the great mass of our people?

CALVIN M. WOODWARD,

Nov. 30, 1900.

President.

ANNUAL REPORT
OF THE
SUPERINTENDENT OF INSTRUCTION.

OFFICE OF SUPERINTENDENT OF INSTRUCTION, }
ST. LOUIS, December 1, 1900. }

To the Board of Education of the City of St. Louis:—

Gentlemen:—The Annual Report of the Superintendent of Instruction, for the school year ending June 30th, 1900, is herewith respectfully submitted. It is composed of three parts, of which the first contains general information in regard to the condition and progress of the public schools of the City of St. Louis; the second part, statistical tables showing the names and capacity of the school buildings, and the enrollment, attendance, classification and grading of the pupils in the Kindergarten, District Schools and High School. The third part of the report is a hand-book of information, which contains matters in connection with the public schools, about which citizens, parents and teachers frequently desire to obtain information. It contains the sanitary regulations enforced in the public schools, the regulations concerning tuition fees of non-resident children, rules for the appointment of teachers, a list of the text-books used in the public schools and a statement of the boundary lines of each school district.

CITY POPULATION AND SCHOOL ENROLLMENT.

According to the United States census of the year 1900, the number of inhabitants of the City of St. Louis is 575,238. It may be of some interest to compare the growth of the city and of the public schools by decades.

CITY POPULATION AND SCHOOL ENROLLMENT.

	Census of the Popu- lation of St. Louis.	Total Number of (Children Enrolled in the Public Day Schools.	Per Cent of Popula- tion Enrolled in the Public Schools	Increase in Popula- tion Compared with Preceding Decade.	Increase in the En- rollment of Pupils Compared with Preceding Decade.	Average Number of Pupils Belonging (i. e. Av. Number Enrolled in Day Schools).	Per Cent of Number Belonging (i. e. Av. Enrollment Com- pared with Popula- tion).	Increase in Each Decade of Number Belonging (i. e. Av. Enrollment).	Average Daily At- tendance.	Increase in Average Attendance.	Average Attend- ance Compared with Population.	Percentage of To- tal Number En- rolled that are in Daily Attendance.	Percentage of To- tal Number En- rolled Daily Be- longing to Schools.	Percentage of Num- ber Belonging that are in Daily At- tendance.
1870	310,864	26,113	8.4	.....	.....	17,670	5.7	.....	16,277	.....	5.2	62.3	67.7	92.1
1880	350,552	51,241	14.6	39,688	25,128	37,150	10.6	19,450	34,821	18,044	9.8	67.	72.5	92.4
1890	460,357	58,316	12.7	108,805	7,075	44,963	9.8	7,833	41,159	6,838	8.9	70.6	77.1	91.5
1900	575,238	78,263	13.6	114,881	19,947	61,514	10.7	16,531	57,108	15,949	9.9	73.	78.6	92.8

The increase in City population during the decade from 1890 to 1900 was 115,000, or only four and one-half per cent more than the increase in population during the preceding decade, from 1880 to 1890. The rate of increase in school enrollment by far exceeded the increase in population. During 1880-1890 the increase in the enrollment of the public schools was 7175, while during the decade just past, the increase was nearly 20,000. In other words, the increase in enrollment in the public schools during the decade 1890-1900 was about three times as large as the increase during the decade 1880-1890. As a consequence, the demands made upon the Board of Education to supply increased facilities, new school buildings and additional teachers, was three times as great during the ten years just past as it was for the ten years previous to 1891. Nor do these circumstances show to the full extent the financial task imposed upon the Board of Education. Coincident with this increase in population and in school enrollment a constant shifting of the residence portion from the eastern part of the city to the western part, emphasized very much during the last decade, has been taking place, and in consequence, school houses in some of the eastern districts have been in a measure depleted and those in some of the western districts have become overcrowded. This shifting of residence location necessitates the erection of school buildings in excess of those required by the absolute increase in population and enrollment.

ESTIMATES OF CITY POPULATION.

In the last annual report of the Board of Education the city population was estimated at 650,835. The census taken by the United States government this year shows that in reality the city has a population of 575,238. St. Louis, like nearly every other city quoted on page 66 of the last annual report, had overestimated her growth. While the estimate was based on the enumeration of Gould's City Directory, that is to say, on the best available basis for an estimate, the last annual report in

giving these figures added the caution: "It should be remembered that this is an estimate, not a census."

In making estimates of city population in future, during years when no census is taken, a basis other than the one adopted during the past might be found in some of the figures contained in the above table. It will be noticed that for each of the last three decades the ratio between the average number of children attending school and the total number of inhabitants of the city has been fairly constant. In 1880, 9.8 per cent of the total population of the city was attending school; in 1890, 9.1 per cent; in 1900, 9. per cent. The average of these three figures, or 9.6 per cent, might be adopted as a basis for the estimate of the city population for the next ten years. The average school attendance seems to be as good a basis for an estimate of city population as can be found. If this principle had been applied, for instance in last year's statistics, the estimate of city population in 1899, based on the figures of 1880 and 1890, would have been 582,074, which is much nearer to the actual number of city population as disclosed by the census (575,238) than the estimate of 650,000.

A glance at the foregoing table will show another fact, gratifying to the citizens of St. Louis and the educator alike. The actual school attendance of the children of school age is slowly but steadily improving. Seventy-eight per cent of the children whose names are entered on the school lists retained their places during the school year; while during the decade 1870-80 only 72 per cent did so. The "floating" school population, that is to say, the children who go to school but to be enrolled and discontinue soon after, has decreased, and regular and constant attendance is improving.

TABLE I.—SCHOOL POPULATION.

During the past year a special census of persons of school age was taken by order of the Board of Education, with the result shown in the following table:

(a) School Population (School Census of 1899).

	White Children.	Colored Children.	Total.
Male	74,498	3,877	78,375
Female	77,491	4,112	81,603
Total	151,989	7,989	159,978

The school population thus ascertained is 27.8 per cent of the total population according to the United States census of 1900 (575,238).

(b) Enrollment.

Total number enrolled in the Public Schools (including Evening Schools).....	80,673
(Or 14 per cent of total population.)	
Estimated number enrolled in Private and Parochial Schools	26,000
Estimated number of persons, between the ages of 6 and 20, not enrolled during the scholastic year 1899-1900, in either Public or Private Schools	53,305

(c) Increase in Enrollment in the Public Schools.

The year just passed has been a very remarkable one in regard to the increase in the number of children enrolled, which was twice as large as the increase during 1897-98, and six times as large as during 1898-99. Only two years in the past decade have shown a larger increase.

1893-94, increase in enrollment.....	3,670
1894-95, " " "	1,589
1895-96, " " "	3,101
1896-97, " " "	1,394
1897-98, " " "	999
1898-99, " " "	322
1899-1900, " " "	2,019

SCHOOL POPULATION AND ENROLLMENT.

Some of the figures in Table 1 call for a brief explanation, because the large excess of total school population (160,000) over the number of children enrolled in public and private schools (about 110,000) might give rise to the very erroneous inference that a large number of children in our city grow up without an education. It might be argued, because there are 160,000 persons of school age in the city and only about 110,000 enrolled in public and private schools, over 50,000 children remain without an education. To guard against a misapprehension of the meaning of these figures, I repeat the substance of an explanation given in a former report.

The Constitution of the State of Missouri fixes the legal age so as to include all persons of six and under twenty years of age, in the following clause: "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years."

It will be noticed that the Constitution simply fixes the limit, not the duration of public school instruction. As a matter of course, it does not mean that every person should go to school for the period of fourteen years, from the sixth to the twentieth year of their age. The provision means that public money cannot be spent for children below six, nor for persons above twenty.

In the table given above, the number of persons between the ages of six and twenty is given as approximately 160,000; of these about 81,000 are enrolled in the public schools, and perhaps 26,000 in private institutions. Few people attend school for the whole length of a period of fourteen years, which is the time covered by the limits of school age as fixed by the constitution. There must be therefore at all times, even if we had

rigidly enforced compulsory attendance laws, a large number of persons of school age that are not in school. All persons of school age, for instance that have attended school for eight years, finishing all the grades of the best Grammar Schools, and then have gone into some business vocation, are counted as persons of school age not enrolled in either public or private schools. If each person of the 160,000 of school age attended school for seven years, or for half the time covered by the legal school age, it is clear that there could not be more than 80,000 pupils enrolled at any one time. This is so self-evident that it would not be necessary to dwell upon it were it not for the fact that the existing numerical difference between the number of persons between the ages of six and twenty, and the number of children actually enrolled in the city schools, has sometimes given rise to the very fallacious inference that the difference between the two numbers represents the children that receive no education whatsoever, whereas, the difference is caused by the fact that comparatively few people attend school for fourteen years.

DOUBLE TIME SESSIONS.

It may be said in a passing way that no child in the City of St. Louis is turned away from the school of his district for lack of room. Room is made wherever a school becomes crowded, by providing portable houses, rented rooms or a new building; or if none of these remedies are immediately available, a "double time session" is arranged for the overcrowded room. Half the children attend in the morning, and the other half, instructed by another teacher, in the afternoon. The Board of Education looks upon these "double time sessions" as makeshifts which must be discontinued in each case at the earliest possible time. The progress made in rapidly providing better accommodation than the double time session for the relief of crowded districts may be gleaned from the following table:

Double Time Sessions in various parts of the city	
during the school year 1897-98.....	34
Double Time Sessions in various parts of the city	
during the school year 1898-99.....	26
Double Time Sessions in various parts of the city	
during October, 1899.....	9
Double Time Sessions in various parts of the city	
during October, 1900.....	4

In fact all the schools which had a double time session in previous years, have been provided with proper accommodation. The four instances of double time sessions existing at present are cases of increase in enrollment in schools that had no double time sessions before this year.

ENROLLMENT OF PUPILS.

During the year just passed, the enrollment of children in the public schools of the city was 78,263. This includes every name on the school lists, regardless of the time the pupil attended. The average number "belonging," by which term is meant the average number of children permanently on the class lists of all the rooms in the city, including those children that are absent occasionally for a term less than three days, during which time a seat remains reserved for them, was 61,514, while 57,108 children, on an average, were in daily attendance. The increase in the "number belonging" during the year was 1552, for whom additional accommodations had to be provided. This increase is all the more noteworthy, as it had been preceded by two years of very slow growth. In 1897-98, the increase in the number belonging was 283; in 1898-99, but 244; last year, 1552.

TABLE 2.—COMPARATIVE STATEMENT OF ENROLLMENT
AND AVERAGE NUMBER BELONGING.

The number "belonging" includes all the children remaining on the list after the names of all those having been absent for more than three days have been stricken off.

YEAR.	No. Enrolled Exclusive of Double Registration. (See Table E.)	Increase.	Per cent of Increase compared with preceding Year.	Average Number Belonging.	Increase.	Per cent of Increase compared with preceding Year.	Number of School Rooms Needed for Increase.
	24347			17670			
1870-71	27587	3240	13.3	19844	2174	12.3	43
1871-72	30294	2707	9.7	22010	2166	10.9	43
1872-73	33928	3634	12.	23002	992	4.5	20
1873-74	34273	345	10.2	24731	1729	7.5	35
1874-75	35941	1668	4.8	26183	1452	5.9	29
1875-76	38390	2449	6.9	27501	1318	5.	26
1876-77	42436	4046	10.5	29774	2273	8.3	45
1877-78†	49578	7142	16.8	35710	5936	19.9	119
1878-79	48836	*742	*1.5	35860	150	.4	3
1879-80	51241	2405	4.9	37150	1290	3.3	26
1880-81	51581	340	.7	37887	737	2.	15
1881-82	53050	1469	2.8	38956	1069	2.8	21
1882-83	54960	1910	3.6	39469	513	1.3	10
1883-84	53127	*1833	*3.3	39170	*299	*.7	....
1884-85	53991	864	1.6	40186	1016	2.6	20
1885-86	54453	462	.8	41826	1640	4.	33
1886-87	55314	861	1.6	41816	*10	....	....
1887-88	57074	1760	3.2	43001	1185	2.8	24
1888-89	57147	73	.1	44000	999	2.7	20
1889-90	58316	1169	2.	44983	983	2.2	20
1890-91	59693	1377	2.4	45770	787	1.8	16
1891-92	62435	2742	4.6	48143	2373	5.2	47
1892-93	65169	2734	4.4	49451	1308	2.7	26
1893-94	68839	3670	5.6	53618	4167	8.5	83
1894-95	70428	1589	2.3	55272	1654	3.	33
1895-96	73529	3101	4.4	57462	2190	3.9	44
1896-97	74923	1393	1.9	59435	1973	3.4	39
1897-98	75922	999	1.3	59718	283	.5	6
1898-99	76244	322	.4	59962	244	.4	5
1899-1900	78263	2019	2.6	61514	1552	2.6	31

† Extension of city limits through the adoption of a new charter.

*Decrease.

The enrollment of pupils in the public schools, white and colored, including evening schools, was 80,673 during the past year. This shows an increase of 2,000 compared with the preceding year.

The growth of the public schools of St. Louis during the past year was the greatest of any year since 1895. The growth affected the daily attendance by an average increase of over two thousand. The comparative increase in the number belonging will appear from the following table:

Increase in No. Belonging during	1893-94..	4176	pupils or	8.5	per cent.
" " " "	1894-95..	1654	" " "	3.	"
" " " "	1895-96..	2190	" " "	3.9	"
" " " "	1896-97..	1973	" " "	3.4	"
" " " "	1897-98..	283	" " "	.5	"
" " " "	1898-99..	244	" " "	.4	"
" " " "	1899-00..	2019	" " "	2.6	"

This increase has been wholly in the day schools.

While in the preceding year the Normal and High School showed a decrease of about 128 pupils, the year just passed increased the enrollment to 1993, or 138 more than the preceding year.

While in the colored district schools there was an additional enrollment of 413 children, the colored High School shows no increase, the enrollment there being 250 as compared with 252 during the preceding year.

TABLE 3.—ENROLLMENT OF PUPILS IN VARIOUS CLASSES OF SCHOOLS.

	Boys.	Girls.	Total 1899-00.	Total 1898-99.	Increase or Decrease.
Normal and High School.....	724	1,269	1,993	1,855	138
Normal and High School (col.)..	68	182	250	252	*2
District Schools (white).....	34,985	35,483	70,468	68,998	1,470
District Schools (colored).....	2,515	3,037	5,552	5,139	413
Total in Day Schools.....	38,292	39,971	78,263	76,244	2,019
Evening Schools.....	2,007	403	2,410	2,440	*30
Total Day and Eve. Schools.	40,299	40,374	80,673	78,684	1,989
* Decrease.					

The attendance in the kindergartens during the past year has been very satisfactory. The enrollment rose to 10,099 from 9,246 during the previous year; the average daily attendance was 5,504, which is an increase of over 500 compared with the preceding year. The cost of tuition in the kindergartens, on the other hand, has slightly decreased, from \$17.20 on the average number attending during the preceding year, to \$16.46 during the year just passed. This decrease is due partly to the better attendance by which the cost is divided among a larger number of children, and partly to the fact that it has been the aim to keep the number of teachers as strictly as could be within the limits of the quota of children, as determined by the rules of the Board of Education.

TABLE 4.—ATTENDANCE IN THE KINDERGARTENS.

	Boys.	Girls.	Total 1899-00.	Total 1898-99.
Number of pupils enrolled.....	4,947	5,152	10,099	9,246
Average number of pupils belonging.....			6,283	5,742
Average daily attendance.....			5,504	4,979
Number of pupils remaining at close of year.....			5,964	5,860

COST OF TUITION IN KINDERGARTENS.

	1899-00.	1898-99.
Cost per child, based on average number attending..	\$16.46	\$17.20
Cost per child, based on average number belonging..	14.41	14.91
Cost per child, based on total number enrolled.....	8.97	9.26

REGULARITY OF ATTENDANCE.

The regular character of the attendance of the children, and the tendency of school life to engender habits of regularity and punctuality, appear from the fact that among the 80,000 children enrolled there are 62,000 that have not been tardy during the whole time of their enrollment; 4296 have not been absent during the time of their enrollment.

The number of cases of tardiness in the white schools shows a gradual but steady decrease almost every year. In the past year there were 728 cases of tardiness less than during 1898-99.

In the colored schools, however, there was an increase in the cases of tardiness. The colored schools cannot be measured by the same standard as the white schools in this respect, because the difficulties in the way of regular and punctual attendance are much greater. Owing to the fact that the colored population is spread all over the city, the districts of the colored schools are exceedingly large, and frequently the children have to travel a great distance in order to attend school.

TABLE 5. REGULARITY OF ATTENDANCE.

	1899-00.	1898-99.
Number of pupils not absent during their enrollment..	4,296	2,786
Number of pupils not tardy during their enrollment...	62,323	63,603
Number of cases of tardiness.....	31,408	28,913
Number of cases readmittance (after absence of three days or more).....	35,647	36,379
The decrease in tardiness in the white school was.....		728
Increase in the colored schools.....		3,218

NUMBER OF CASES OF TARDINESS.

	1899-00.	1898-99
Normal and High School.....	1,444	1,575
Normal and High School (colored).....	956	524
District Schools (white).....	18,178	18,775
District Schools (colored).....	10,830	8,044
Total in all the Day Schools.....	31,408	28,918

CHARACTER OF THE INCREASE IN ENROLLMENT.

It appears from the preceding statistical information that the increase in number of children in the day schools during the scholastic year 1899-1900 was two thousand. The cause of this increase deserves some consideration. It will be evident from the tables given below that the increase can not be due altogether to the growth of population of the city. If such were the case, the increase would be distributed over all the grades; the primary grade in particular would have a heavier enrollment. This is not the case. The primary grade a year ago had nine thousand children on the class lists at the end of the school year, while this year, notwithstanding the general increase in enrollment

of two thousand children, there were at the end of the year eight thousand children in the first grade, a decrease of one thousand. The number of children belonging at the end of the year, in the second, third and fourth grades, is about the same as the number at the corresponding time of the school year 1898-99. In the fifth grade, however, a comparison of this year with the preceding year shows a clear gain of one thousand children, namely, 5770 children on the class lists in June, 1900, compared with 4790 in June, 1899.

The increase in this grade deserves special attention, because the fifth grade has always been looked upon as a critical year in regard to withdrawals from school. There has always been a strong decrease in number in the fifth grade. The lessons at that time become more difficult. The cost of books which the child is required to purchase is considerable; the child has arrived at the age when he can find employment in store or factory. The matter of early withdrawal from school was fully discussed in last year's report, and was subsequently explained to principals and teachers at their meetings. An appeal was made to them for a strong effort in the direction of inducing children to remain in school during the whole of the grammar school course. The relatively large number of children in that grade which the present statistics show, is therefore very satisfactory, and as far as a conclusion can be based on a single year's experience, it seems to indicate that the efforts of principals and teachers to induce children to remain in school for a longer period, have been attended by a noticeable measure of success.

During the first four years of the child's school life the Board of Education furnishes books free. At the beginning of the fifth year children have to buy those books which they had begun to study, of which some are finished during the first half of the fifth year. This makes the cost of text-books in the fifth year especially heavy, amounting to \$3.25.

There is some apparent hardship involved in the purchase, at the beginning of the grade, of such books as are discontinued in the middle of it. The books referred to are the elementary

geography and arithmetic. Both are used in the third and fourth grades and are furnished free to the pupils during that time. At the beginning of the fifth grade only about thirty pages in the geography and forty pages in the arithmetic remain to be finished; the earlier pages were finished in the fourth grade, where books were furnished free. In order to use the remaining thirty or forty pages respectively that are allotted to this grade's work, the children are required to purchase the book. After five months these books are discontinued and other books must be purchased. If the financial condition of the Board admitted of such a course, the primary arithmetic and geography should be furnished free to the children beginning the work of the fifth grade. This will reduce the cost of books during the fifth year of the child's school life from \$3.25 to \$2.45, or \$1 for the first half year, and \$1.45 for the second half year.

That the increase in enrollment is in the higher grades, and therefore must be largely due to the fact that children have not withdrawn at as early an age as in preceding years, appears from the following table in which the total number belonging for the four lower grades and for the four higher grades during the past year is compared with the corresponding figures of the year 1898-99.

The enrollment in the four lower grades shows a slight decrease, from 38,200 to 37,400, while the enrollment in the four higher grades shows an increase from 11,500 to 12,600.

NUMBER OF PUPILS IN DAY SCHOOLS BELONGING AT THE
END OF THE FOURTH QUARTER.

	1899-00.	1898-99.
First Grade.....	7,941	8,994
Second Grade.....	10,632	10,707
Third Grade.....	9,914	9,827
Fourth Grade.....	8,973	8,723
Total, four lower grades.....	37,460	38,251
Fifth Grade.....	5,770	4,790
Sixth Grade.....	3,131	3,140
Seventh Grade.....	2,268	2,120
Eighth Grade.....	1,482	1,494
Total, four higher grades.....	12,653	11,544

TABLE 6.—CLASSIFICATION OF PUPILS BY ADVANCEMENT
IN STUDIES.

NUMBER BELONGING AT THE CLOSE OF EACH QUARTER.

SCHOOLS.	1899-00.				1898-99.			
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Normal School.....								
High School.								
Senior Class.....	215	211	200	200	233	231	228	226
Third Class.....	260	252	294	288	281	270	267	257
Second Class.....	366	341	365	344	363	341	377	363
Junior Class.....	668	606	745	693	569	508	611	570
Total	1509	1409	1594	1525	1436	1350	1483	1416
District Schools.								
No. Pupils 8th year or grade.....	1214	1286	1214	1366	1237	1346	1289	1378
" 7th " " "	1988	2141	2164	2169	2132	2286	2142	2028
" 6th " " "	2738	2937	3018	2995	2900	2804	2988	3005
" 5th " " "	4690	5054	5672	5484	3939	4871	4454	4546
" 4th " " "	9047	8955	9142	8456	8295	8225	8367	8318
" 3d " " "	9421	9600	9745	9267	10360	10081	9734	9158
" 2d " " "	10625	10390	10095	10083	11178	10635	9971	10154
" 1st " " "	13137	11790	10275	7459	12315	11306	10298	8358
" Kindergarten	6483	6554	5741	5697	5748	5511	4930	5363
Total	59343	58707	57066	52975	58104	56565	54173	52308
Colored Schools.								
No. Pupils High School Dept....	199	189	188	185	218	213	201	190
" 8th year or grade.....	65	74	98	117	79	96	87	83
" 7th " " "	128	111	96	99	84	93	67	112
" 6th " " "	147	157	138	136	143	137	148	131
" 5th " " "	212	222	235	286	205	241	219	226
" 4th " " "	565	567	630	517	566	496	517	410
" 3d " " "	814	803	735	647	764	827	730	691
" 2d " " "	719	645	614	549	771	623	538	561
" 1st " " "	1082	945	729	482	1013	848	637	634
" Kindergarten	457	443	382	363	422	368	315	385
Total	4388	4156	3839	3381	4265	3941	3459	3423
Grand Total.....	65240	64272	62499	57881	63305	61856	59115	57147

This remarkable increase in the fifth grade seems to be owing to the more rapid promotion of pupils. The increase in enrollment in the fifth grade shows itself not only in the first quarter of the grade, but becomes more marked, as a glance at the table will show, in the third quarter of the grade, at which times the semi-annual promotions are made. The discussion of retarda-

tion, which is fully dwelt upon in the President's Report, and which was made the subject of discussion in the report of 1898-99, has evidently received the most careful attention on part of principals and teachers, and a great effort has been made throughout the city to promote children in the higher grades as soon as they were well qualified.

The flexible system of promotion prevailing in the St. Louis Public Schools makes this possible. Each of the eight grades in the course of study represents a certain quantity of educational work, and does not represent any specific and absolutely fixed length of time. A class may do, and many classes are doing, the work of a grade in less than a year's time. This flexibility of the course makes it possible to promote children whenever they show the ability to begin the work of a higher grade.

It is probable that the increase in the number of pupils in the fifth grade is owing to the efforts of principals and teachers, because this increase in number in the higher grades is not attended by any noticeable increase in the average age of the children. In table 12, given below, it will be seen that the respective ages of pupils in the various grades remain approximately the same as they were last year:

TABLE 7.—AGES OF PUPILS.

[See Second Part, Table C.]

				1899-00.	1898-99
Number of pupils	6 years old	.....		9,154	9,020
" "	7 " "	.....		11,208	10,881
" "	8 " "	.....		9,778	9,989
" "	9 " "	.....		9,431	9,128
" "	10 " "	.....		8,712	8,339
" "	11 " "	.....		7,769	7,453
" "	12 " "	.....		7,243	7,073
" "	13 " "	.....		5,950	5,794
" "	14 " "	.....		4,080	3,977
" "	15 " "	.....		2,504	2,302
" "	16 " " and over	.....		2,434	2,283

Average age, 9 years and 10 months.

TABLE 8.—COMPARATIVE TABLE OF AGES OF PUPILS.

(Showing what percentage of the total enrollment belongs to the various ages.)

PER CENT OF ENTIRE NUMBER ENROLLED.

YEARS.	AGES OF PUPILS.											
	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years and over.	Total.
1870-71	7	16	13	12	12	11	9	8	5	3	4	100
1871-72	8	17	12	12	12	10	9	7	6	3	4	100
1872-73	9	19	12	11	11	10	9	7	5	3	4	100
1873-74	9	20	12	11	10	9	9	8	5	3	4	100
1874-75	9	20	13	11	10	9	8	7	5	4	4	100
1875-76	10	19	13	11	10	9	8	7	5	4	4	100
1876-77	22	13	12	11	10	8	8	6	4	3	3	100
1877-78	23	13	11	12	12	8	6	6	4	2	3	100
1878-79	19	13	12	11	11	10	8	7	4	2	3	100
1879-80	20	13	12	11	11	10	9	6	4	2	2	100
1880-81	21	13	12	11	11	10	8	6	4	2	2	100
1881-82	20	14	12	11	11	10	8	6	4	2	2	100
1882-83	19	14	13	12	10	9	9	6	4	2	2	100
1883-84	13	16	14	12	12	10	9	6	4	2	2	100
1884-85	13	15	13	12	12	10	9	6	5	3	2	100
1885-86	13	14	13	12	12	10	9	7	4	3	3	100
1886-87	12	14	12	12	12	10	10	7	5	3	3	100
1887-88	14	14	12	12	11	10	10	7	5	2	3	100
1888-89	14	14	12	11	11	10	10	7	5	3	3	100
1889-90	14	14	13	12	10	10	9	7	5	3	3	100
1890-91	13	15	13	11	11	10	9	7	5	3	3	100
1891-92	14	15	13	11	11	10	9	7	4	3	3	100
1892-93	13	15	13	12	11	10	8	7	5	3	3	100
1893-94	13	15	13	12	11	9	9	7	5	3	3	100
1894-95	11	14	13	12	11	10	9	8	5	3	4	100
1895-96	13	14	13	12	11	10	9	7	5	3	3	100
1896-97	13	14	13	11	11	10	9	8	5	3	3	100
1897-98	12	15	13	11	11	10	9	8	5	3	3	100
1898-99	12	14	13	12	11	10	9	8	5	3	3	100
1899-00	12	14	13	12	11	10	9	8	5	3	3	100

NEW SCHOOL ACCOMMODATIONS.

The increase in the enrollment of the Public Schools during the past year, together with the shifting in the residence portion of the city, necessitated the construction of new school buildings to the full limit of the financial capacity of the Board of Education.

In November of each year, the Superintendent of Instruction is required, by the Rules of the Board of Education, to submit a list of new buildings needed, of additions to old schools, and of new sites required by the public schools. Of the list reported in November, 1898, the following buildings and additions were completed this year and occupied. This list omits the names of buildings whose completion was reported in the last annual report:

Adams School, 4 rooms additional.

Marquette School, 4 rooms additional.

Harrison School, 8 rooms additional.

Mt. Pleasant School, 8 rooms additional.

Dozier School, 8 rooms additional.

Walnut Park School; a site has been purchased.

The list submitted to the Board of Education at its meeting of November 14, 1899, has received full attention since that time. The progress made in the erection of the buildings recommended will appear from the following statement:



JOHN MARSHALL SCHOOL, LUCKY STREET AND NEWSTEAD AVENUE.

A.—NEW BUILDINGS AND ADDITIONS.

NAMES OF SCHOOL DISTRICTS NEEDING ADDITIONAL ACCOM- MODATIONS AND THE NUMBER OF ROOMS RECOMMENDED.	ACTION BY THE BOARD OF EDUCATION.
Baden School, 2 rooms.....	Completed and occupied.
Delany School, 4 to 6 rooms..	Portable buildings have been erected and are occupied.
Compton School, 4 rooms...	The location of this school made it un- desirable to build an addition. To relieve the crowded condition of the district, a large site, 337.7 feet by 295 feet, located within two squares of the Compton School, on Theresa Avenue, near Park Avenue, has been purchased, and plans for a new 20- room building, the "Edward Wyman School," have been approved.
Grant School, 6 rooms.....	Action deferred.
Froebel School, 4 rooms.....	Completed and occupied.
Marquette and Washington Schools....	A new building, of 20 rooms, the "Eu- gene Field School," is about com- pleted and will be occupied in January, 1901.
Cote Brillante and Elleardville Schools....	A new site, 227 feet $3\frac{1}{8}$ inches by 126 feet $3\frac{1}{2}$ inches, has been purchased on Lucky Street, between Pendle- ton and Newstead Aves., and a 20- room building, the "John Marshall School," has been contracted for, and is in process of erection.
Walnut Park School.....	A portable room has been erected.
Oak Hill Branch School.....	Five comfortable portable buildings, each accommodating fifty to sixty pupils, have been erected on the site purchased for this school, located on Juniata Street, corner of Oak Hill Avenue.
Charless and Peabody Schools	Action deferred.

NEW BUILDINGS.

The new Jackson School was completed during the past year. Its plan is similar to that of the Eliot, Sherman and Monroe Schools, which have now been in use for over a year. These new buildings mark, in every way, a step in advance when compared with any school house previously erected in this city, and a brief description of their characteristic features, and of the furniture supplied by the Board, may here again properly find a place:

The Public School buildings erected by the Board of Education within the last four years are of fireproof construction. They are heated by steam (indirect radiation) with automatic regulation of the temperature. The air in the room is renewed rapidly by the action of fans which propel fresh and properly heated air into the rooms at the rate of at least 1500 cubic feet per hour and pupil. Ducts leading from each room to the ventilating chamber in the roof form the outlets for the waste air. The seats are so placed that the light comes from windows located at the left side of the pupils. Each room has a wall shelf in front of the pupils, on which models for drawings can be placed. A moulding for pictures and art ornaments is placed above the blackboards on the three sides of the room. Adjacent to each room is a well ventilated wardrobe. The ventilation contrivances are so arranged that there is a constant current from the school room through the wardrobe into the ventilating shaft.

Besides the school rooms, there are a few smaller rooms for the principal's office, school library and for teachers' meetings. The corridors are long and spacious; they are floored with granite, or hard wood, and the solid construction makes them well adapted for gymnastic and other general exercises, and for school meetings. Drinking fountains and toilet rooms are provided on every floor. There are in the basement recreation rooms for use in inclement weather.

All the new buildings are supplied with furniture so constructed that seat and top are adjustable to the height of the

pupil. Twice a year, or whenever classes are promoted, the teacher measures the children, having some of the pupils assist her in this work, and marks the height to which desk and seat should be adjusted. The janitor, taking one room at a time, attends to the adjustment after school hours. Whenever the pupils change seats through the promotion of classes, a readjustment of the desks takes place. Each seat is adjusted by measuring from the floor to the interior angle of the knee joint. The height of the desk above the seat is determined by measuring from the seat to the elbow point of the child, and raising the edge of the desk from a half inch to an inch and a quarter above his height. Practically speaking, but one measurement need be taken, and a scale for this purpose is supplied to each room by the makers of the desk. Principals and teachers are required to look after this matter closely, because the adjustment not only will contribute to the comfort of the child, but is of great hygienic importance.

The buildings and sites added during the last year, raise the total value of property used for school purposes to \$5,163,642.39.

VALUE OF SCHOOL PROPERTY.

	1899-1900.	1898-99.	Increase in Value.
Value of school lots.....	\$ 698,416 23	\$ 670,064 07	\$ 28,352 16
Buildings.....	4,868,020 48	4,493,578 32	374,442 16
Total value of property used for school purposes.....	5,566,436 71	5,163,642 39	402,794 32

PORTABLE BUILDINGS AND RENTED ROOMS.

The construction and use of portable buildings are resorted to in order to afford temporary accommodation for overcrowded schools, during the time required for the erection of new buildings. They have proved serviceable in every respect during the two years just passed. There were seven of these rooms in use during the scholastic year ending June, 1900. Eighteen more portable rooms were added during the months following this date; in December, 1900, the total number of such rooms was twenty-five:

TEMPORARY SCHOOL ROOMS, DECEMBER, 1900—PORTABLE BUILDINGS.

	Placed 1899-1900.	Placed from Aug. to Dec., 1900.	Total, Dec., 1900.
Arlington School.....	..	4	4
Chouteau School.....	1	1	2
Compton School.....	..	2	2
Cote Brillante School.....	1	3	4
Elleardville School (Kindergarten).....	..	1	1
Oak Hill Branch.....	1	4	5
Riddick School.....	..	1	1
Walnut Park School.....	1	..	1
Washington School.....	2	..	2
Sumner High School (Manual Training).....	..	1	1
Delany School.....	1	1	2
Total.....	7	18	25

RENTED ROOMS.

Dodier School (in a building rented for school purposes).....	8
Walnut Park School.....	3
Belt Avenue School (colored).....	1
Total.....	12

DOUBLE TIME SESSIONS.

Arlington School (opened Oct., 1900).....	2
Washington School (one opened Sept., 1900; one Oct., 1900; both to be discontinued Jan., 1901, at the opening of the new Eugene Field School).....	2
Total.....	4

COST OF INSTRUCTION.

The total cost of instruction per child "belonging" during the past year was \$18.92 as compared with \$19.29 during the preceding year, while the cost of tuition per child "belonging" remains the same as during the preceding year, namely, \$16.26 per capita, and is slightly higher than during the year 1897-98. This is owing to the slight increase in salary granted by the Board to teachers of the lowest grade, raising the average salary paid each teacher from \$608.65 to \$614.59. The cost of incidentals, however, which include fuel, light, janitor hire, supplies, etc., was considerably less in the past year than during the year preceding, or \$2.66 and \$3.03 respectively. During the preceding year the free books for the four lower grades were purchased for the whole city, and in consequence the cost of incidentals per child was greater than it will probably be in any subsequent year.

TABLE 9.—COST OF TUITION IN DAY SCHOOLS, INCLUDING KINDERGARTENS.

	1899-00.	1898-99.
Based on average number attending.....	\$17 51	\$17 73
Based on average number belonging.....	16 26	16 26
Based on total number enrolled.....	12 78	12 78

COST OF INCIDENTALS.

(Including Fuel and Light, Janitor Hire, Supplies and Free Text-Books.)

	1899-00.	1898-99.
Based on average number attending.....	\$2 87	\$3 31
Based on average number belonging.....	2 66	3 03
Based on total number enrolled.....	2 09	2 39

TOTAL COST OF TUITION AND INCIDENTALS.

	1899-00.	1898-99.
Based on average number attending.....	\$20 38	\$21 04
Based on average number belonging.....	18 92	19 29
Based on total number enrolled.....	14 87	15 17

COMPARATIVE TABLE OF COST OF TUITION FOR TEN YEARS.

Based on average number of children belonging. The incidentals include fuel, light, janitor hire, supplies, and, since 1893-94, free books:

	1890-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-00.
Tuition.....	\$15 20	\$15 22	\$15 43	\$15 64	\$15 34	\$15 60	\$15 66	\$16 34	\$15 98	\$16 26	\$16 26
Incidentals.....	1 83	1 87	1 93	1 96	2 22	2 39	2 36	2 57	2 16	3 03	2 66
Total.....	\$17 03	\$17 09	\$17 41	\$17 60	\$17 56	\$17 99	\$18 02	\$18 91	\$18 14	\$19 29	\$18 92

The following statement of the comparative cost of municipal expenditures for school purposes of the largest cities in the country is based on the census of 1900. A glance at column 7 makes it apparent that of many of the leading cities in the land St. Louis spends the smallest amount of money for the maintenance of her schools namely, \$2.56 per capita of population. Boston spends \$4.94 for the same purpose; Chicago, \$4.14; Buffalo, \$3.12; New York, \$3.73; San Francisco, \$3.33, and Washington, \$3.83. On the other hand, St. Louis devotes the largest share of her total income to the erection of new buildings and permanent improvements, namely, 25 per cent of the total amount, whereas Cincinnati spends but 4 per cent; Baltimore, 6 per cent; Boston and Buffalo, 11 per cent. In other words, St. Louis spends the smallest amount of money of all the large cities for salaries and maintenance of her schools, and relatively the largest proportion of the total income for school buildings and permanent improvements.

STATISTICS OF COST OF CITY ADMINISTRATION, 1899.

Based on Information contained in Bulletin 30 of the Department of Labor, edited by Commissioner Carroll D. Wright, Sept., 1900. The columns marked * are taken from this Bulletin; columns not so marked are calculations based on the Bulletin.)

1*	2*	3	4*	5*	6*	7*	8*	Percentage of Expenditure for School Buildings Compared with Total Expenditure for Schools.	10	11
Population According to U. S. Census.	Total Attendance in Public Schools.	Percentage of Public School Attendance, compared with Population.	Total Expenditures for Maintenance in all the Departments of the City, Inclusive of Schools.	Total Expenditure for all Departments per capita of Population.	Total Expenditure for the Maintenance of Public Schools Exclusive of Cost of New Buildings.	Total Maintenance of Schools per capita of Population.	Total Expenditure for School Buildings.	Per Cent of Expenditure for School Buildings Compared with Total Expenditure for Schools.	Cost of Maintenance of all City Departments which is devoted to the Maintenance of Schools.	Cost of Maintenance of Schools per Pupil Attending.
Baltimore.....	508,957	10.8	\$7,121,020	\$13.99	\$1,343,757	\$2.64	\$83,190	6.2	18.9	\$24.43
Boston.....	560,882	12.1	19,762,543	35.23	2,770,594	4.94	882,410	24.2	14.9	41.01
Buffalo.....	352,219	12.1	5,526,768	15.69	1,098,297	3.12	145,150	11.7	19.9	25.85
Chicago.....	1,696,575	12.1	19,744,267	11.62	7,030,776	4.14	941,605	11.8	35.6	36.93
Cincinnati.....	325,902	11.3	6,133,701	18.82	993,594	2.77	36,205	4.1	14.7	24.46
Cleveland.....	381,768	11.6	5,307,832	13.90	1,071,599	2.81	175,960	14.1	20.2	24.09
New York.....	3,437,202	10.9	82,220,127	23.92	12,908,630	3.73	3,897,740	23.7	15.6	34.10
Philadelphia.....	1,293,697	10.5	19,234,368	14.87	3,412,887	2.64	696,416	16.7	17.7	25.04
Pittsburg.....	321,616	10.8	4,954,414	15.40	925,727	2.22	232,631	20.1	18.7	26.61
St. Louis.....	575,238	9.8	9,110,841	15.64	1,470,146	2.58	490,304	25.1	16.1	26.12
San Francisco.....	342,782	10.8	7,518,815	21.93	1,143,030	3.23	140,793	25.1	15.2	30.04
Washington, D. C.....	278,718	13.6	6,171,708	22.14	1,066,196	3.83	163,674	13.3	17.3	28.19

Even when compared with the other cities and towns of our own State, St. Louis ranks lowest as to the tax rate levied for school purposes. The following data are derived from page 177 of the report for 1900, of Mr. W. T. Carrington, State Superintendent of Instruction, and include all the cities, towns and villages in the State that employ more than sixteen teachers in their systems:

TAX LEVY.	CITIES.
100 cents on the \$100 and over.....	Brookfield (110), <i>Chillicothe</i> (100), Clinton (100), De Soto (100), <i>Hannibal</i> (100), <i>Joplin</i> (125), Lamar (100), Louisiana (105), Marshall (100), Neosho (110), <i>Sedalia</i> (100), Trenton (100), Webb City (100).
90-100 cents on the \$100.....	<i>Carthage</i> (90), <i>Moberly</i> (90).
80-90 cents on the \$100.....	Aurora (80), <i>Columbia</i> (80), Independence (87), <i>Kansas City</i> (80), Maryville (80), Poplar Bluff (84).
70-80 cents on the \$100.....	Fulton (70), Richmond (75), Warrensburg (72), <i>Webster Groves</i> (75).
60-70 cents on the \$100.....	Butler (65), Kirksville (60), Macon (60), Mexico (60), <i>St. Joseph</i> (60), <i>Springfield</i> (65).
50-60 cents on the \$100.....	<i>Jefferson City</i> (55), Lexington (56), Nevada (50).
40-50 cents on the \$100.....	Carrollton (49).
40 cents on the \$100.....	St. Louis.

It appears from this that there is no city or town in the State employing more than sixteen teachers in its school system which has been able to build up and maintain a good school system from the tax of 40 cents per \$100.00, except St. Louis. She is the only city in the State which has been trying to maintain a school system at this rate of taxation. The citizens of every other large community in the State have recognized the necessity of more liberal means for education, and have provided, through annual and special tax, issue of bonds, or other-

wise, additional revenue for the proper maintenance of their schools. In Kansas City, whose public school system is managed economically and wisely, by a Board that has had the full confidence of her people for many years, 80 cents are levied on the hundred dollars, as compared with the 40 cents revenue of St. Louis.

It cannot be ignored that the St. Louis schools have suffered for a long time for lack of revenue sufficient to build enough new school buildings as soon as needed, to discontinue old and worn-out buildings, to pay salaries to teachers and principals sufficient to enlist and retain the best talent, to make proper provision for High School education, and to adequately improve and enlarge the great public school system of the city.

The need of additional revenue has not forced itself upon the consideration of thoughtful citizens for the last few years; it has been manifest for thirty years. Every school administration since 1870 has experienced it, and those Boards that were most interested in the welfare of the schools, and most economical and wise in financial affairs, have recognized this need most keenly. A study of the table given below which has been compiled from the annual reports of the treasurers of the Board of Public Schools and Board of Education, will disclose some important facts in this connection. In 1870-71, for instance, the expenditures required to maintain the schools exceeded their income by about \$500,000.00. It was found impossible to maintain the schools from the proceeds of taxation, and a large loan had to be made. Nor was this the experience of that year only. Until 1875, the Board had to make large loans annually, to be able to run the schools. These loans recurring every year show that the revenue of the Public Schools was insufficient for their maintenance, as long as thirty years ago. All the building was done with borrowed money, and part of the expenses for maintenance was defrayed from the same source.

In 1875, a new constitution was adopted, which prohibited the raising of money through loans, but allowed the public schools

to levy an additional mill for the canceling of the heavy floating debt. A glance at column 12 of the table will show the effect of this limitation of the income to the four mill tax. There remained no money, or insufficient money, available for building purposes. For the sixteen years (from 1874 to 1890), following the time when no buildings could be erected through loans, there were but comparatively few new school houses built, and the supply lagged far behind the demand. The lack of sufficient revenue had for its consequence that the children of the city were refused adequate school accommodation. It is only since 1893, when the General Assembly of the State increased the Merchants' Tax to the same rate as the General Tax (i. e., 4 mills), that it became possible to supply new buildings somewhat more liberally. But even then the Board remained in great financial straights, as a glance at column 7, for the years 1892-1897, will show. During 1892 and 1895 teachers' salaries to the amount of \$106,363.40 and \$115,552.95 respectively could not be met from the revenue of the year, and had to be carried over to the following year.

Year.	INCOME.					For Maintenance.		
	From Taxation.	From State School Fund.	From Notes or Bonds.	From Special Tax for Bonded Indebtedness.*	From Miscellaneous Sources.†	Total.	Teachers' Salaries.	Sundries.‡
	1	2	3	4	5	6	7	8
1870-71	\$ 551,256 15	\$ 51,350 71	\$ 470,000 00		\$ 159,190 16	\$1,231,797 02	\$ 373,674 55	\$ 181,647 10
1871-72	608,160 15	64,540 38	150,000 00		158,428 12	981,128 68	420,529 56	184,393 45
1872-73	594,909 54	56,210 98	390,000 00		87,522 52	1,128,642 94	466,462 40	205,433 44
1873-74	623,230 13	74,045 07	467,170 00		96,312 13	1,252,757 38	499,426 10	247,564 70
1874-75	645,176 09	91,083 15	330,000 00		113,254 00	1,179,513 24	522,350 09	248,718 23
1875-76	609,222 19	96,743 60	85,000 00	\$ 152,306 55	d 129,504 26	1,072,775 60	543,741 52	192,985 99
1876-77	636,350 99	131,946 05	40,000 00	159,087 75	143,022 93	1,080,407 72	564,478 25	205,234 64
1877-78	713,279 99	85,117 07	e 240,000 00	178,319 99	140,219 55	1,356,936 90	607,929 25	216,371 80
1878-79	693,871 28	71,268 85	e 208,767 80	75,965 70	129,339 06	1,169,232 69	632,968 15	240,792 17
1879-80	670,898 35	74,725 80		74,544 26	122,275 28	942,443 69	f 594,410 95	239,288 12
1880-81	730,130 99	76,063 29		89,438 64	123,714 95	1,019,347 87	585,456 95	225,854 57
1881-82	696,052 07	78,548 06		85,489 59	64,193 27	924,272 99	596,111 15	281,940 62
1882-83	753,665 76	79,791 50		51,569 75	206,868 45	1,081,865 46	623,962 50	262,373 51
1883-84	755,868 79	83,054 18			136,122 01	975,044 96	632,973 00	272,984 30
1884-85	824,906 57	78,962 65			117,366 27	1,021,135 49	660,615 45	252,954 13
1885-86	763,927 54	11,025 00			e 219,654 60	984,607 14	690,213 80	267,066 48
1886-87	853,133 65	93,459 63			135,194 01	1,081,787 29	703,020 85	292,328 78
1887-88	856,416 85	97,648 59			151,840 54	1,105,945 98	g 692,901 90	342,692 33
1888-89	901,932 00	98,101 70			167,251 93	1,167,286 63	h 677,520 35	349,423 79
1889-90	923,067 83	105,726 70			215,633 02	1,244,417 55	701,963 00	283,223 81
1890-91	962,270 41	109,037 90			250,397 22	1,321,645 53	728,409 50	326,257 83
1891-92	1,007,418 38	109,114 36			443,647 89	1,560,180 63	777,325 60	411,068 06
1892-93	1,100,118 14	150,766 69			249,367 41	1,500,252 24	796,292 15	393,080 73
1893-94	a 1,228,232 35	133,841 06			188,112 81	1,550,186 22	i { 848,381 65 741,968 25	398,647 00
1894-95	1,358,226 28	137,003 38			229,639 82	1,724,869 48	j { 888,330 85 994,694 35	379,877 71
1895-96	1,380,963 98	146,000 70			152,197 15	1,679,181 83	k { 927,850 65 812,297 70	454,765 29
1896-97	1,431,499 33	152,068 43			80,480 03	1,664,047 79	l { 971,001 00 1,066,553 95	m 508,248 60
1897-98	1,480,726 41	142,652 14			190,721 41	1,804,099 96	965,984 97	342,753 69
1898-99	1,564,441 78	147,775 83			160,124 24	1,872,341 85	1,008,491 58	461,654 81
1899-1900	1,632,336 40	150,563 73			150,703 00	1,933,603 13	1,033,062 07	500,961 38

*New State Constitution adopted in 1875, providing for the levy of one mill additional taxation for the purpose of liquidating the Board's indebtedness.

†This column includes amounts realized from sale of text books to children, ranging from \$18,559.11 in 1878-79 to \$52,270.66 in 1899-1900.

‡This column includes amounts paid for purchase of text books, ranging from \$23,874.32 in 1877-78 to \$63,083.94 in 1899-1900.

§Effective with the beginning of the year 1877-78, the salaries of all teachers receiving \$500.00 a year and upwards were reduced 7½ per cent. The large increase in total amount paid to teachers, compared with the preceding year, is due to the fact that there were 164 more teachers employed in 1877-78 than in 1876-77. This was brought about by the extension of the city limits, and the addition to the corps of a large number of Paid Assistants in the Kindergartens.

(a) Increase in revenue from taxation: Act of Legislature (Feb., 1893) increased Merchants' Tax to same rate as general tax (i. e., 4 mills). Hitherto the amount received from this tax had ranged from \$9,000.00 in 1888-89, to \$11,000.00 in 1892-93. By the Act of February, 1893, this tax was swelled to \$121,562.88 in 1893-94.

(b) This amount includes \$150,000 realized from sale of bonds.

(c) This amount includes \$128,767.80 realized from sale of bonds.

(d) This amount includes \$41,474.87 received from county school fund.

(e) This amount includes \$100,000.00 received from bequest of Henry Ames.

(f) Decrease due to reduction in number of teachers employed; brought about principally by introduction of German-English teachers, and partly by withdrawing those teachers known as "Extras" from a number of schools which, by their quota of pupils, were entitled to more teachers than required by the number of rooms.

(g) Reduction caused by study of German being discontinued from and after the middle of the year (January 29, 1888).

EXPENDITURES.					Per Cent Expenditures Devoted to—			Year.
Total.	For Liabilities Redeemed.		For Permanent Improvements (Buildings).	Total.	Teachers' Salaries.	Maintenance (including Teachers' Salaries).	Permanent Improvements (Buildings).	
9	Notes.	Bonds.	12	13	14	15	16	
\$ 555,321 65	\$ 490,842 78	.....	\$ 197,313 99	\$ 1,243,478 42	49.6	73.8	26.2	1870-71
604,923 30	206,936 69	.....	152,696 69	964,558 68	55.5	79.8	20.2	1871-72
671,895 84	338,249 20	.....	133,904 54	1,144,049 58	57.9	83.4	16.6	1872-73
746,990 80	424,942 88	.....	88,831 17	1,260,764 85	58.8	89.4	10.6	1873-74
771,068 32	355,680 00	.....	44,345 57	1,171,093 89	64.1	94.6	5.4	1874-75
736,727 51	252,500 00	.....	21,388 19	1,010,615 70	71.7	97.2	2.8	1875-76
769,712 89	85,760 00	.....	152,357 97	1,007,330 86	62.2	83.5	16.5	1876-77
824,301 05	479,260 00	.....	175,902 93	1,479,463 96	60.8	82.4	17.6	1877-78
873,780 32	212,000 00	.....	58,208 55	1,143,188 87	67.9	93.8	6.2	1878-79
833,699 07	130,000 00	.....	1,501 92	965,300 99	71.2	99.8	.2	1879-80
811,311 52	.....	50,000 00	11,953 00	873,364 52	71.1	98.5	1.5	1880-81
877,051 77	.....	89,200 00	130,469 10	1,096,720 87	59.1	87.1	12.9	1881-82
888,356 01	.....	35,900 00	160,446 39	1,082,702 40	59.6	84.9	15.3	1882-83
905,957 30	.....	34,300 00	50,854 37	991,111 67	66.2	94.7	5.3	1883-84
913,569 58	.....	16,035 90	56,926 20	986,531 68	68.1	94.1	5.9	1884-85
957,280 28	.....	.....	n 89,972 31	1,047,252 59	65.9	91.5	8.5	1885-86
995,349 63	.....	.....	o 38,466 00	1,033,815 63	68.	96.3	3.7	1886-87
1,035,794 23	.....	.....	38,100 00	1,073,894 23	64.5	96.5	3.5	1887-88
1,026,944 14	.....	.....	178,070 69	1,205,014 53	56.2	85.2	14.8	1888-89
985,206 81	.....	.....	106,340 48	1,091,547 29	64.3	90.3	9.7	1889-90
1,054,667 33	.....	.....	217,999 89	1,272,667 22	57.2	82.9	17.1	1890-91
1,188,413 66	.....	.....	p 442,242 91	1,630,156 57	47.7	72.9	27.1	1891-92
1,191,382 88	.....	.....	q 544,396 69	1,735,179 57	46.	68.6	31.4	1892-93
i { 1,346,978 65	.....	.....	.....	i { 1,611,471 84	i { 52.6	i { 77.4	i { 22.6	1893-94
{ 1,140,615 25	.....	.....	r 364,493 19	{ 1,505,108 44	{ 49.3	{ 75.8	{ 24.2	1894-95
j { 1,268,208 66	.....	.....	.....	j { 1,882,708 75	j { 56.1	j { 80.1	j { 19.9	1895-96
{ 1,374,572 06	.....	.....	314,500 09	{ 1,689,072 15	{ 58.9	{ 81.4	{ 18.6	1896-97
k { 1,385,615 94	.....	.....	.....	k { 1,771,762 38	k { 52.4	k { 78.	k { 22.	1897-98
{ 1,267,062 99	.....	.....	389,146 44	{ 1,656,209 43	{ 49.	{ 76.5	{ 23.5	1898-99
l { 1,479,249 60	.....	.....	.....	l { 1,717,049 40	l { 56.6	l { 86.1	l { 18.9	1899-00
{ 1,594,802 55	.....	.....	237,799 80	{ 1,832,602 35	{ 59.3	{ 87.	{ 13.	1899-01
1,328,638 66	.....	.....	145,461 08	1,474,099 74	66.9	90.1	9.9	1899-98
1,470,146 39	.....	.....	490,304 35	1,960,450 74	51.4	75.	25.	1899-99
1,534,023 45	.....	.....	452,179 47	1,986,202 92	52.	77.2	22.8	1799-1900

(h) Further reduction caused by German not being taught during any part of the year (discontinued in middle of preceding year—see Note "g").

(i) \$106,363.40 of the amount of teachers' salaries carried over to next year; small figures show total amount incurred, including this liability; large figures show actual amount paid out this year.

(j) \$106,363.40 of the amount of teachers' salaries carried over from preceding year; small figures show amount actually incurred during this year; large figures show total amount paid out, including the \$106,363.40 carried over from preceding year.

(k) \$115,552.95 of the amount of teachers' salaries carried over to next year; small figures show total amount incurred, including this liability; large figures show actual amount paid out this year.

(l) \$115,552.95 of the amount of teachers' salaries carried over from preceding year; small figures show amount actually incurred during this year; large figures show total amount paid out, including the \$115,552.95 carried over from preceding year.

(m) Includes \$78,257.61 expended directly in repairing damages caused by tornado of May, 1896, and about \$30,000.00 in making repairs occasioned indirectly by the same cause.

(n) This amount includes \$34,000.00 paid for site of new High School building.

(o) This amount includes \$12,215.00 expended on new High School building.

(p) This amount includes \$36,141.15 expended in erection of new High School building, and \$206,030.00 expended in erection of Board of Education building.

(q) This amount includes \$191,998.75 expended in erection of new High School building, and \$200,561.87 expended in erection of Board of Education building.

(r) This amount includes \$91,928.96 expended in erection of new High School building.

CORPS OF TEACHERS.

The growth of the St. Louis Public School system is indicated in a measure by the increase in the number of teachers. Thirty years ago, the number of teachers was less than three hundred. During the year just passed, it was 1627. Most of the money needed for the maintenance of the school system is necessarily spent for wages. The financial problem with which the Board has to contend is evident from the large increase in the teaching force required by the increase in the number of children. With each additional teacher that is required a school room must be built and a salary must be paid. Salaries and school buildings form, by far, the greater part of the total expenditures incurred in the administration of a public school system.

In 1867-68 the number of teachers employed in the Public Schools of St. Louis was 272.

In 1877-78, 916 teachers.

In 1887-88, 1126 teachers.

In 1897-98, 1601 teachers.

In 1898-99, 1602 teachers.

In 1899-00, 1627 teachers.

The large number of teachers required to instruct the eighty thousand children enrolled in the schools, makes the management and administration of the school system most complicated and laborious. With 300 teachers, the Board of Education knows most of its teachers directly, and the Superintendent can keep in personal touch with every school room in the city. For the organic unity of the public school system, it is necessary to keep the teachers in touch with each other, and it is more difficult to influence them in educational ways. With 1700 teachers all the problems of supervision and guidance become much more difficult.

The unity and harmony and strong cohesive work done by the teachers all over the city is owing to their hearty co-operation with suggestions given by Principal and Superintendent and the

professional spirit which is manifesting itself everywhere. Through teachers' meetings in which teachers of the same grade meet and discuss their work, inform themselves as to new and improved plans and methods of instruction, and are prompted to read professional works and literature, a spirit of unity has been engendered, without which our school system would lack progressive force.

The large number of teachers employed and the consequent difficulty of supervising, make it necessary to use the greatest care in educating and training the young teachers who, every year, enter the public schools to take the places made vacant by resignations of the older members of the corps. The system for training young teachers which has been in use within the last five or six years is meeting with the approval of all the principals in the city. The uniform testimony is that through this system of training these young teachers are well prepared in the practice of their work and fairly well informed in regard to educational theory for securing the best result.

The plan can be briefly described as follows: The course in the High School is four years, of which two are largely professional. After finishing this Normal course of the High School, the class is assigned as apprentices to a number of large grammar schools in the city. From one to three apprentices report to one school. They remain under the supervision and training of the principal thereof for a year. The programme for each apprentice gives her an opportunity to teach, in succession, for five weeks at a time in each of the eight grades of the district schools. She takes independent charge of one or more lessons in the room in which she teaches. She observes the teacher in charge the rest of the time. The class in the hands of the apprentice teacher is examined at the end of five weeks to test the results obtained, while the principal's daily visits are intended to supervise the methods used in instruction and discipline. On Saturdays the apprentice teachers meet at the High School during the morning hours and receive from the Superin-

tendent and his assistants theoretical instruction in the principles and philosophy of education. They also witness illustrations of practical school room work. Classes of children, selected in various schools of the city, that are doing specially good or characteristic work in some study, are taken to the High School by their teacher, who conducts, in the presence of the apprentice teachers, a lesson on a given subject. Such lesson is usually preceded by the explanation of the Superintendent, Assistant Superintendent, or Supervisors, and is followed by a brief discussion after the children have withdrawn. The apprentice teachers write an essay on the morning's lesson, embodying their observation of the lesson. In this way examples of the best and most typical work in the various studies, selected from the leading schools, is presented to the apprentice teachers. The practice of the best teacher in the city becomes in this way the intellectual possession and experience of the apprentice teacher. The professional information which they gather in this way is inestimable and forms a most valuable complement of their practical work. No apprentice teacher is allowed to graduate at the end of the year of practice teaching, unless the principal certifies that the apprentice teacher's practical work indicates that she will become an efficient teacher.

After the apprentice teacher has graduated, she is called on to "substitute" when her name is reached on the list of eligible teachers. During the first two or three months she reports to the Superintendent's office every morning to respond to calls, by telephone, from schools where a teacher happens to be absent. If she has any talent for teaching, she learns in this way, in the course of a few months, to control a room of children. She becomes acquainted with the management of various schools and a number of principals become acquainted with her and learn to appreciate her work. If a substitute cannot control a room or fails in instruction, the principal is authorized to return her to the office. After two or three months a substitute is likely to find a vacancy which becomes permanent, and she is

then allowed to retain this position if her work is satisfactory to the principal. The substitute then holds this permanent position for a term of probation of not less than eight months, during which time the principal has an opportunity to become thoroughly acquainted with her professional qualities. If, at the end of this time, the principal recommends appointment to his school and such request is endorsed by the visiting Assistant Superintendent, the young teacher receives her permanent appointment by action of the Board of Education.

The great care used in training the young teachers in the city schools before they are appointed, has played an important part in improving the instruction in our schools, and has made our corps of teachers efficient and progressive.

RANKING TEACHERS.

With the beginning of the scholastic year 1899-1900 an important change was made in the ranking of teachers. Until that time there were four grades or ranks: Head assistants, who in large schools are required to take the principal's place in case of his absence; First Assistants appointed to this position on account of superior merit and being assigned either to the primary room or the highest room below the Head Assistant's respectively; Second Assistants whose duties were not specially different from those of the Third Assistants, but who were promoted to this higher position on account of special professional strength; and Third Assistants.

By recommendation of the Committee on Instruction, the Board of Education abolished the rank of Third Assistants by their promotion to the rank of Second Assistant; so that, instead of the four grades of teachers of past years, there are now three grades with different salaries, with the maximum of \$600, \$700 and \$850 respectively.

In the report of the Committee on Instruction relating to this matter the merits of the new plan are briefly and emphatically stated: "The change will at once simplify the classification and

increase the compensation of those teachers who are the most underpaid of our entire corps." The change in salary was from \$560, the previous maximum, to \$600. Substitutes begin with a salary of \$400, which during the next four years is increased by \$40, and in each of the two years following by \$20.

The total expense involved in this raise of salaries, which affected nearly 700 teachers, was less than \$9,000 during the last year; an amount not sufficient to raise the cost of tuition per pupil, which has been \$16.26 during the past year, the same amount as the cost of tuition per pupil for 1898-99.

**NUMBER OF ASSISTANTS IN THE DISTRICT SCHOOLS BY
RANK, 1899-00.**

(Beginning with 1899-1900 the rank of Third Assistant was discontinued.)

	Total 1899-00.	Total 1898-99.	Min. and Max. Salary of Each Position.	
Head Assistant.....	45	38	\$650 00	\$850 00
First Assistants (Grammar).....	83	69	} 500 00	700 00
First Assistants (Primary).....	97	100		
Second Assistants (Grammar)...	} 945	230	400 00	600 00
Second Assistants (Primary)....				
Third Assistants.....		700		
Kindergarten Directors.....	125	113	500 00	*650 00
K. G. Paid Assistants.....	176	192	375 00	400 00
Total Assistants.....	1471	1442	.....	.....

* Salaries for half-day positions, Directors \$300-\$400; Assistants, \$250-\$300.

	Average Salary per Teacher.	Cost of Tuition per Pupil.	Cost of Incidentals.	Cost of Tuition and Incidentals per Pupil.
1875-76	\$786 84	\$19 10	\$2 16	\$21 26
1880-81	616 93	15 28	1 99	17 27
1885-86	632 64	16 17	1 76	17 93
1890-91	611 01	15 22	1 87	17 09
1895-96	609 85	15 66	2 36	18 02
1896-97	600 99	15 85	2 57	18 42
1897-98	607 59	15 98	2 16	18 14
1898-99	608 65	16 26	3 03	19 29
1899-00	614 59	16 26	2 66	18 92

CLASSIFICATION OF TEACHERS.

Showing the number of teachers in the employ of the Board of Education during 1899-00.

NUMBER OF PRINCIPALS.

	Male.	Female.	Total 1899-00.	Total 1898-99.	Inc.
High School	1	..	1	1	.
Normal and High School (col.).....	1	..	1	1	.
District Schools (white).....	38	35	73	71	2
District Schools (colored).....	10	..	10	10	.
Evening Schools.....	8	..	8	8	.
Total number of Principals..	58	35	93	91	2

NUMBER OF ASSISTANTS.

	Male.	Female.	Total 1899-00.	Total 1898-99.	Inc.
High School	22	46	68	67	1
Normal and High School (col.) . .	6	3	9	9	32
District Schools (white).....	1	1085	1086	1054	32
District Schools (colored).....	..	84	84	85	-1
Kindergartens	..	301	301	282	19
Evening Schools.....	17	34	51	50	1
Total number of Assistants	46	1553	1599	1547	52

NUMBER OF SPECIAL TEACHERS.

	Male.	Female.	Total 1899-00.	Total 1898-99.	Inc.
Music, Drawing and Physical Culture.	15	17	32	32	1

RECAPITULATION.

	Male.	Female.	Total 1899-00.	Total 1898-99.	Inc.
Total number of Principals.....	58	35	93	91	2
Total number of Assistants.....	46	1553	1599	1547	52
Total number of Special Teachers.	15	17	32	32	..
Grand Total.....	119	1605	1724	1670	54

SUPPLY OF TEACHERS.

Almost all the teachers employed in the St. Louis Public schools are graduates of the Normal School of the City of St. Louis. Three years ago, the number of applicants graduated from this course, became so great that over six hundred names of unemployed teachers having a claim to positions appeared on the eligible list. Not more than perhaps eighty teachers, per year, could at the time find appointment in the public schools.

It was evidently against the best interests of public service to have the young teachers wait for four or five years after their graduation from the Normal School, before they could find employment. They became rusty in their studies, and no longer accustomed to school work.

It would be much better if the young teacher could be employed in her professional duties soon after her preparation for such work is finished. The only way to bring about a reduction in the number of names on the eligible list seemed to be to close the Normal School for some years, and the Board of Education promptly took such action, to take effect after September, 1898.

The number of qualified applicants on the eligible list at present is as follows:

Applicants graduated in classes from June, 1894, to June, 1898....	56
Applicants graduated in the class of January, 1899.....	42
Applicants graduated in the class of June, 1899.....	33
Applicants graduated in the class of January, 1900.....	45
Applicants graduated in the class of June, 1900.....	43
Applicants graduated in the class of January, 1901.....	39
Applicants who will graduate in the class of June, 1901.....	38
Applicants who will graduate in the class of January, 1902.....	27
Total.....	323

There are at present in the Normal course at the High School, finishing the last year of their work, 79 students who will graduate within a year and a half. This makes the total of the supply that we have to expect from the present eligible list and Normal students that may be placed on the list, 402.

The number of new teachers appointed by the Board of Education during the past year was 90. If vacancies occur in the following years at about the same rate, the number on the eligible list will be sufficient to fill all the vacancies for about four years and a half. Should there be a large increase in our population in consequence of the World's Fair, the eligible list will be exhausted before the expiration of that time.

In view of the facts as stated, it seems proper to consider the advisability of providing a sufficient number of teachers

for a time not later than 1905 or 1906. It is necessary to provide for this condition far in advance because it requires considerable time to train teachers thoroughly for their work. In former years it required six years and a half, that is to say: four years High School training and two and a half years in the Normal School. More lately, five years was the time necessary for preparation, namely: four years in the High School and one year of apprentice teaching.

It is important that a full supply of teachers should be available when the present supply is exhausted; otherwise the Board would be confronted with a troublesome and difficult problem. Unless special provision is made for the professional training of teachers taken from our own city, the Board would have to depend altogether on general examinations for the filling of the hundred vacancies that are likely to occur every year. It is doubtful whether any large number of experienced teachers can be obtained by examinations, and it is certain that they could not be obtained by examinations, unless the inducement of a much higher salary than the Board has been able to pay in the past or probably will be able to pay in the future, would be offered to those experienced teachers from other cities on whom we would have to depend. The Board should therefore decide at an early time the plans for reopening the Normal Course of Training for pupils of the St. Louis Public Schools who intend to become teachers.

If the Board of Education should decide to reopen a Normal School the following principles of administration and course of study seem most important. I beg to state them in the form of propositions for fuller consideration.

1. In the training of teachers for service in the St. Louis Public Schools, no less than four years of a general High School education should be required. The young teacher should have a thorough general education before entering upon a Normal course.

The professional training should follow the High School course, and last for one or two years. It should be imparted by a school specially established and maintained for this exclusive purpose. The importance of training teachers is so great and has such far-reaching effect on the condition of excellence of the whole public school system that the Normal School should be a separate institution and receive the full and undivided interest and attention of its principal and teachers. They should have no other school or interest to look after. The course of the Normal College or Normal School should be followed by one year's apprentice teaching conducted on the same lines as the present plan, which experience has shown to be excellent.

2. The location of the Normal School building should be central, so that it may be reached from all parts of the city. The Normal School should be located near a district school building in which practical methods of teaching can be observed by the Normal School students under the guidance of their teachers. If classes of children are located in the Normal Building itself, as a school for practice, or if for reasons of economy the Board should locate the Normal School in a district school building, the common school pupils should be under the separate management of a district school principal. The Principal of the Normal School should be able to give his whole attention to that institution, and not be burdened with grammar school management.

3. The principal and teachers of the Normal School should be selected for their special fitness for the work. Such salary should be attached to these positions that would enable the Board to command the strongest Normal teachers. The faculty of the Normal School should be so constituted that its influence may extend beyond their immediate charge, and affect the whole system of the city schools. The whole corps of teachers should be benefited by their professional knowledge, their enthusiasm and their progressive spirit.

The Normal School to be established should open its doors on every Saturday, and at other times, to those teachers in the employ of the Board who feel the need of better information or training in their daily work and wish to improve themselves. The influence of the Normal School faculty, if properly constituted will constantly influence our schools in the direction of good scholarship and educational progress. The programmes of the faculty should be so arranged as to leave to them time for such general educational effort.

4. The number of students in the Normal School should be limited. Well qualified applicants only should be admitted. It is not desirable to graduate more young teachers than the city will need to fill vacancies. If admission to the new Normal School is not strictly regulated, there will again be, after a short time, an eligible list of surplus teachers who cannot be appointed for years after their graduation. The problem of limiting the number of applicants is a rather troublesome one, and the Board will be confronted again and again with the claim of applicants, that they have the same right to the Normal School education which others have.

If the course of the Normal School is to be one year, the number of students should not exceed 100 to 120. If it is a two years' course, the number should not exceed 200 to 220. With about 100 vacancies in the city schools per year a Normal School of 100-200, according to the length of the course, would be sufficient.

Only High School graduates or graduates of colleges in good standing should be admitted. The best academic preparation is not too good for the future teacher of the children of this city. If there should be too large a number of candidates for admission to the school, and an examination becomes necessary, it should include more than scholarship. It should take cognizance of the personality of the applicant as well. The personality of a teacher counts for a great deal. A medical examination seems advisable. Besides sufficient general scholarship, the

teacher should certainly possess the arts required in communicating information to children. She should have command of good English in speech and writing; she should be fairly proficient in penmanship and drawing, and since she is to teach singing in the Public Schools, a fair degree of voice training should be required.

5. The Normal School building is intended to accommodate 200 to 220 students; it should contain therefore eight or ten small recitation rooms, a large study hall fitted for general exercises, a room for calisthenics, and laboratories.

6. There should be a High School course of study, fitting specially for admission to the Normal School. It should include the preparatory training in the directions of the kind of scholarship which the accomplished teacher should possess. All professional work, however, such as the study of methods of teaching and philosophy of education, should be relegated to the Normal School, and vice versa; all preparatory and academic work should be excluded from the latter and put in the High School course.

A feasible High School course would perhaps be arranged as follows:

First Year.	Second Year.	Third Year.	Fourth Year.
Latin.	Latin.	Latin, French or German.	
Algebra.	Geometry.		
Physiology and Biology.	Physics.	Chemistry.	Botany.
		Gen'l History.	
			Physical Geography.

During each of the four years:

1. English Language and Literature.

2. Drawing, three recitations. Penmanship, one recitation. Theory and Practice of Singing, one recitation.

The course of study in the Normal School should be left largely to the selection of the principal thereof, and his professional judgment. The following studies, however, should be represented in the curriculum:

I. Principles and Practice of Education; History of Education; School Administration; School Discipline; Sanitary Condition of Schools; Heating and Ventilating; Psychology and Child Study.

II. Review of Common School Studies and Theory and Practice of Teaching the same, Observation of Practical School Work.

III. Drawing, Singing, Penmanship, Gymnastics, Domestic Science Lessons.

7. The question will arise, "at what time should the new Normal School be established?" Since it will require from six to seven years to train the person that enters the High School for the purpose of devoting himself to the profession of teaching, the preparatory course should be opened about September, 1901. The students of the class then admitted will be able to enter the Normal School in 1905 and be ready to teach in 1907 or 1908. Since the present supply of young teachers will probably be exhausted in 1905, it will be necessary to make additional provisions. While the Board of Education might possibly obtain teachers from elsewhere through examinations after 1905, it will be by far more advisable to open the Normal College in September, 1902, and admit for the first two years such High School students as have finished the Scientific or Classical course.

TEACHERS' ANNUITY FUND.

During the year 1899-1900 the Teachers' Annuity Association has taken the first step towards carrying out its plan in

a practical way. It will be remembered that the Board of Education disapproved of the annuity law as it was passed two years ago, because it did not appear to them to embody sufficient safeguards against financial failure. They expressed, however, active sympathy with the purposes of the law and generously promised to appropriate as soon as the legislature of the State would authorize such action, an amount equal to one per cent of the teachers' salaries. This fund was to be kept permanent, and the interest of it was to be used to be added to the teachers' voluntary contributions for the payment of annuities to aged and disabled teachers. Changes in the law to authorize such action are to be recommended to the legislature. Until the General Assembly acts on the suggestion of the Board of Education and of the Teachers' Annuity Association, in regard to amending the law as passed several years ago, no definite and legal organization on the basis of such amendment could be carried out. The proposed new law now pending in the General Assembly is reprinted in the third part of this report. The teachers, however, have in the meanwhile perfected a temporary organization by the election of officers and by paying into their association treasury one per cent of their yearly salary. About twelve hundred teachers have joined this voluntary association and the one per cent assessment of their salaries amounts to a little over \$7,000.

In further aid of their enterprise, the teachers held, last year, a grand festival at the Fair Grounds, in which children and parents participated. While this festival was a financial success, it would not here find more than a passing mention were it not for certain educational results which deserve to be recorded in this report because they show the ability for self-government which our children acquire in the public schools.

The festival was set for June. The programme included a drill by the High School cadets, games and similar entertainments in the morning, while singing, gymnastic exercises, a procession of the Kindergarten children, and, above all other fea-

tures, a costumed "March of Nations" was to fill the afternoon programme.

The preparations for this festival had been going on for several months when the great street car strike of 1900 broke out, and street car facilities were no longer available. The great extent of our city territory made it almost impossible to count on the attendance of the schools located at some distance from the Fair Grounds.

Principals and officers had been chosen by their fellow teachers as Committees to mature plans for the Festival, whose principal object was to raise money for the Teachers' Annuity. These Committees had gone to work with the greatest energy and zeal.

As the weeks passed in indefatigable efforts, everything seemed prosperous, and everybody believed that success was assured. But all these bright prospects of raising a large fund by the good will of our people for the aged and infirm in the teaching profession, received a rude check through the strike. All the arrangements had been based on the supposition that with the ample street car facilities of our city, large masses of children and parents would congregate that day in the Fair Grounds. The strike, however, deprived the city to a large extent of all transportation, especially in the northern and southern directions. Many advocated the postponement of the festival, but this proved not feasible. Tickets had been sold in large numbers, business obligations and expenses had been incurred for printing, for the rent of the place and in other ways. Hence the Committees, while they hardly dared to hope for success, agreed that in justice to all concerned, the festival must be held even if the performance of the children should take place before empty benches. No one could expect, under the circumstances, the attendance of any considerable number of citizens. The festival was looked upon as a kind of forlorn hope and was ordered to take place chiefly to fulfill the promises which the teachers had given to the community that had bought the tickets and had supported the matter in a liberal way.

The marshalling of a force of ten thousand children, who have never been drilled together, is a difficult task. It had, therefore, been intended to hold a general rehearsal a week before the day of the festival. Without such rehearsal it was thought to be almost impossible for the children and teachers, coming from many different schools, to find their places and to understand fully the part which they were to take. The circumstances, however, made it impossible to have a rehearsal, and this fact lessened the chances of success still further.

All these unfavorable auspices notwithstanding, the festival proved an unqualified success, both in attendance and in the educational impressiveness of the children's performance. The results went far beyond all expectations. Instead of being merely a pleasant occasion for the purpose of raising money, the day proved an educational event of great significance. It showed that the masses of children, great and small, possessed the power of self-control and intelligent co-operation and a sense of order that were amazing. It showed the faculty for intelligent work which the thousand teachers possessed, each of whom elaborated and carried out independently the details of the grand plan suggested by their committee. It showed well-trained self-reliance of fifty thousand public school children, who were either actively engaged in the performance or filled, in a dense throng, the benches of the vast amphitheatre. The display of the children in the gymnastic mass exercises, in the brilliantly costumed "March of Nations," in the Kindergarten procession, was a sensation to everybody. It was a surprise, even for those whose expectations had been highest. To the members of the Board, the citizens that participated, and the teachers themselves, it was a source of educational inspiration.

The scene which the Fair Grounds and amphitheatre presented in the afternoon of June 9th, will not be forgotten by any eyewitness. Notwithstanding the car strike, an immense crowd had assembled. They had come in vehicles of all descriptions. Every seat in the amphitheatre was filled and vast masses of

people were surging over the grounds. A seemingly endless column of many thousand children marched through the various gates into the wide arena, and to the sound of music they went through a number of gymnastic evolutions with precision and order.

The festival would have been a memorable success if it had ended there, but the climax was to come. The "March of Nations" which followed the calisthenics, was an educational event. A well-known citizen present at the occasion said: "To have taken part in it or to have witnessed this spectacle is, in itself, an education." The brilliant plan of this feature of the programme had been devised by Mr. Wm. C. Dyer, Principal of the Madison School, and all the arrangements had been made by his Committees. It was most thoughtfully elaborated in detail in the various schools, through the intelligence and energy of teachers and principals. Each school represented a certain land with its costumes and characteristic features. The arena was filled with an orderly throng in almost endless procession, representing in costumes of brilliant colors, all the nations of the world. The children, with the aid of their teachers, had made their own costumes. The preparation in itself was an applied study of geographical and social conditions.

The educational value of some features of this part of the programme may perhaps appear from one example. Take, for instance, the school representing China. The costumes, while made of simple material, were true in many details to the actual conditions of the Flowery Kingdom. The inventive power displayed in the arrangement of the details by the children and teachers was a pleasure to notice and study. First came the palanquin of state, on which the light form of the Empress Dowager rested, surrounded by some of the dignitaries of the land. She was followed by the mandarins, by Chinese merchants, by the various classes of the social organization of China, by the farmer and cultivators of tea, coolies, the carriers of wood and water. Each station of the social organization of China

was represented by its proper significant insignia. The arrangement gave an epitome of the mercantile and social conditions of China, which every thoughtful child could interpret. Other parts of the procession were organized in a similar way.

This festival, impressive as it was, in its wealth of color and abundance of thought had an educational aspect which deserves to be remembered. There were absolutely left to their own resources and control forty to fifty thousand young children, and twenty-five to forty thousand adults. There was no display of police force or any external means of keeping order, and yet a more orderly assemblage, a crowd readier to govern themselves and to mind leadership, a mass of people more respectful for the rights of others and more mutually helpful to make this great festival a success, cannot be imagined.

In one sense the preparations for this festival had occupied only a few weeks. In the same sense a few hundred of the teachers participated; in a higher sense, it may be justly and truly said that the whole teaching force of the city, and thousands of homes, had participated in making such a festival a possibility. It was the result of many years of training which the children had received by their teachers in the public schools. Without such preceding education of many years, the order, the self-control of these masses of young people would have been impossible. The intelligence, the thoughtfulness, the love of order which the children displayed, made this festival a day of honor to the system of public schools which the City of St. Louis maintains.

Professor C. M. Woodward, President of the Board of Education, at the meeting of June 12th, said from the President's chair:

"I have seen fairs engaged in by children of public schools in one way or another, in a great many places and at a great many times, and I never saw anything that in finish, beauty and in astonishing magnitude, was equal to that which I saw last Saturday. I would not have missed it for a great deal; I have

never felt so enthusiastic over any spectacle of school children in my life. I think the teachers, the committee, and all concerned in it, deserve a great deal of credit, and I am ready to give it to them."

The sum of \$8,000 was realized from this festival. The present financial condition of the Teachers' Annuity Association is as follows:

From 1 per cent assessment on teachers' salaries.....	\$7,193 02
From donations.....	132 00
From 25 cents per member, for expenses.....	224 25
From festival proceeds.....	8,000 00

Total in treasury of the Teachers' Annuity Association. \$15,549.27

HIGH SCHOOL.

ENROLLMENT.

There is a gratifying increase in the enrollment of the High School from 1855 students during the preceding year to 1993 students in the year 1899-1900. The closing of the Normal School produced a decrease in the attendance in the years from 1896 to 1899. The enrollment at present is within fifty of the highest enrollment the High School ever had, while the Normal School, now discontinued, was embodied in it. It is especially gratifying to note that there is a large increase in the number of boys that make use of the opportunities of High School education. This growth is so marked and the disproportion in the respective number of boys and girls in the High School was so great in past years that the change to a better condition which is taking place deserves notice. Ten years ago, the number of boys in the High School was 380. Six years ago it was 376, while during the past year the number of boys enrolled in the High School was 724.

St. Louis has a smaller High School enrollment than any other large city in the country. This is probably owing to the abnormal fact that we have only one High School for white pupils in the city. The inconvenience and expense to

the pupils caused by the fact that they must travel a long distance in order to go to the Central High School is so great that it, to no small degree, accounts for the fact of the comparatively small enrollment. There could be no greater benefit to the public schools than the building of additional High Schools in the northern and southern parts of the city.

SELECTION OF TEACHERS.

During the administration of the Board of Education, a change has been made in the selection and appointment of teachers for the High School. While before that time, meritorious grammar school teachers, Head Assistants chiefly, were appointed to the High School, it has been the policy of the Board during the last few years, to limit appointments to college graduates. The reason for this policy of the Board is evidently found in the consideration, that, while teachers of the Grammar Schools should possess High School and Normal School training, representing at least four years added to the district school course, the teachers of the High School should, in a similar way, possess an education at least four years in advance of that of their pupils, or in other words, should be graduates of some college in good standing.

ADMISSION.

The examination of pupils for admission to the High School has been discontinued, and children who have passed through the grammar schools are now admitted to the High School on the recommendation of their principal. This plan has many advantages compared with the system which preceded it. Aside from the fact that common educational sentiment, all over the country, is against laying too much stress on written examinations, the fact was evident to all the teachers, that the nervous strain on part of the children, who looked forward to the crucial test of a written examination on which their admission to the High School exclusively depended, was great and unnecessary.

The teacher's conscientious judgment as to the qualifications of pupils whom she has had under her training for a year or longer, or the estimate of the principal, who has known the child for six or eight years in his school, are tests as conclusive, if conscientiously applied, as any written examination. Moreover, the plan of admitting pupils to the High School on written examination had a bad effect on the Grammar School work during the last year. Each teacher wanted to be sure of having a large percentage of her class pass the written examination, and in consequence, instruction was frequently but a mere drill on such facts and data as were most likely to be called for in the examination. It led to cramming, which is always fatal to the educational effort which tries to make the best use of the child's time and energy. A close scrutiny of the course of the classes in the High School that have been admitted without examinations within the last year has shown no decline in scholarship nor defects in general qualifications. The new classes, admitted on the principal's certificate, compare very favorably with the classes admitted under the old system of entrance examinations.

CONDITIONS FOR PROMOTION.

There have been some important changes in the organization of the High School itself. The old system of insisting on a review of all the studies in case a pupil failed in one during any half year, has been abandoned and the pupil is allowed to go on with his class and to review the study in which he failed, while doing the regular work of the advanced grade. It is hoped that this plan will, in a measure, contribute to check the early withdrawal from the High School course. It was a matter of common experience that failure in some study and the necessity of reviewing the work, frequently led the disappointed pupil to withdraw from school rather than go through the humiliation of having his class go on while he himself was compelled to join the class below.

CHANGE IN COURSE OF STUDY.

A new course of study has been adopted for the High School. One of the chief objects of the change was to lighten somewhat the work in the junior year. A glance at the statistical tables will show that most of the withdrawals from the High School take place between the junior and the second year of the course, indicating that the work in the junior year was perhaps somewhat difficult. The change in the course of study, however, affects other grades of the High School as well by simplifying the work and reducing the number of studies required of any one pupil. A copy of the new course of study in the High School will be found in the third part of this report.

WASHINGTON UNIVERSITY SCHOLARSHIPS.

The High School has always been the recipient of an annual scholarship from Washington University. This has been in every case awarded to the pupil ranking highest in the High School course, and has done much to induce talented pupils to take a college course after graduation from the High School. The Board of trustees of Washington University, at the advice of Chancellor W. S. Chaplin, have kindly added a second annual scholarship, so that one of these can be awarded to each of the two classes that graduate in the course of the school year. The letter from Chancellor Chaplin conveying the information of the establishment of this scholarship is complimentary to the High School, and has found a place in the report of Mr. Wm. J. S. Bryan, Principal of the High School, which contains many other interesting matters appertaining to the High School and which is herewith submitted.

SUMNER HIGH SCHOOL.

The colored High School has been doing very good work during the past year, and an improvement in the scholarship of the pupils in many departments is evident. Owing to a fire injuring the school to the amount of about \$10,000, it was

closed for several weeks in order to make the necessary temporary repairs.

The colored High School is of great importance to the community. It is of direct value to the system of public schools since it has furnished the same for years with intelligent and well-trained colored teachers. The principal's report which is herewith submitted, contains among other important matters exceedingly interesting information concerning the occupation adopted by its graduates after they leave school.

REPORT OF THE PRINCIPAL OF THE HIGH SCHOOL.

Mr. F. Louis Soldan, Superintendent of Instruction :

Sir: Herewith I have the honor to submit the required report of the High School for the scholastic year, 1899-1900.

The number of graduates during the year was 209. Of these 97 completed the course in January; 112 in June. The names of the graduates of the respective classes, arranged according to the courses pursued, were as follows:

PUPILS OF THE GRADUATING CLASS OF JANUARY, 1900.

CLASSICAL COURSE.

Butler, Cora Leila.	Seaver, Helen Cross.
Cassilly, Laurie May.	Smith, Mattie Davidson.
Childs, Amy.	Thorn, Gussie.
Kahn, Theckla.	Young, Lottie Belle.
Kennedy, Gertrude Sarah.	
Dieckman, Arthur.	Kammerer, Edward Charles.
Gaunt, Frank.	Kretsinger, Kendall.

SCIENTIFIC COURSE.

Adams, Jessie May.	Hall, Wilhelmina C.
Avery, Ethel.	Kaminer, Fannie.
Cox, Anna Reed.	Lieber, Sunshine.
Fulk, Renna.	Mayer, Beckye.
Galler, Irene C.	Harnett, Lylian Vernon.
Gieselman, Mathilde A.	McCabe, Nellie F.

Miller, Nelda A.
 Neibert, Ida G.
 Pauley, Daisy Gladys.
 Peters, Alice Blanke.
 Rohde, Ella M.
 Rothschild, Yetta.

Ryan, Kathleen.
 Spiegelhalter, Ella.
 Stack, Mary Teresa.
 Strait, Susie Belle.
 Thompson, Clara.
 Vallette, Annie Lee.

Armstrong, Fred, Jr.
 Baare, Arthur G.
 Bechtold, William Louis.
 Beimdick, John Fred.
 Bischoff, Julius Montgomery.
 Droste, Harry.
 Fisk, Charles Atwood, Jr.
 Frey, Joseph.
 Gill, McCune.

Grine, Henry A.
 Hellmuth, Edgar Philip.
 Herzberg, Joseph Mergentheim.
 Lowenstein, Arnold.
 Powell, Robert Carter.
 Saunders, Lancelot.
 Scott, Frank Lewis.
 Trepp, Martin.

BUSINESS COURSE.

Kaltwasser, Hermine Laura.
 Grace, Bernard Eugene.

Mack, Walter O.
 Moehle, Alexander William.

PUPILS OF THE GRADUATING CLASS OF JANUARY, 1900.

NORMAL COURSE.

Brockhage, Julia Gertrude.
 Burnside, Jessie Elizabeth.
 Butler, Marguerite.
 Corwin, Eda Juliette.
 Cunningham, Isabelle Viola.
 Curry, Mildred Edmonia.
 Decker, Dorothy Augusta.
 Dodge, Florence Mary.
 Donahue, Annie May.
 Frank, Elda Susette.
 Gross, Agnes Laura.
 Harrison, Lillian Mauro.
 Hartnagel, Florence Amelia.
 Heise, Emma Marie.
 Hirschi, Barbara.
 Hopkins, Alice Emily.
 Hopper, Annie Flickner.
 Inman, Agnes Wickfield.
 Kaufmann, Luella.
 Kayser, Clara Florence.

Keraghan, Margaretta Veronica.
 Laforest, Mary Edith.
 Lee, Annie Flora.
 Lonergan, Ethel Adeline.
 Mack, Laurette Frances.
 Mattheis, Olivia Wilhelmina.
 O'Brien, Mabel Margaret.
 Peters, Ella Charlotte.
 Rasmussen, Emma Adele.
 Reuter, A. Celeste.
 Riley, Edna Woods.
 Robinson, Mina Eveline.
 Rosenthal, Hattie.
 Ryan, Nancy Stevens.
 Smith, Harriet May.
 Sullivan, Margaret Mary.
 Walker, Elsie Blanche.
 Walker, Maud May.
 Wall, Anna Agnes.

PUPILS OF THE GRADUATING CLASS OF JUNE, 1900.

CLASSICAL COURSE.

Chamberlin, Harriet Adams.	Brokaw, Roberts.
Johnston, Lucile.	Hickman, Bernard B.
Magaret, Alma E.	Jones, Sargeant.
Perkins, Dallas Irene.	Whipple, Leonidas Rutledge.
Schlierholz, Flora Mary.	Wind, Leland Alexander.
Stevenson, Elizabeth Jessamine.	

SCIENTIFIC COURSE.

Benedict, Mabel.	Owen, Ora Lee.
Cerf, Mamie Henrietta.	Patton, Florence.
Clement, Edna Earl.	Price, Margaret Elizabeth.
Conroy, Julia Margaret.	Ramsey, Jessie Lavinia.
Doellner, Anita.	Rasmussen, Clara Louise.
Ferbos, Anna Adele.	Read, Elizabeth Skidmore.
Fitzmaurice, Grace Irene.	Renard, Helen.
Freund, Augusta E.	Riley, Lillian Vernon.
Hallock, Bessie Myra.	Rosenberg, Ollivette.
Hoerr, Esther Anna.	Russack, Gertrude.
Holzman, Sarah.	Spitz, Alma.
Kayser, Olga Rhoda.	Steiner, May Janice.
La Grave, Daisy E.	Stephan, Adelia C.
Lebens, Edith.	Thomas, Emily Baldwin.
Lihou, Mildred Adele.	Woods, Elizabeth Helen.
Mitchell, Sara Wyatt.	Young, Amelia H.
O'Brien, Mary Elizabeth.	

Ambler, J. Owen.	Metcalf, David D.
Bertig, Joseph R.	Miltenberger, Val. E.
Bryan, Boone.	Moore, Sydney.
Buffington, Chester L.	Rosenberg, Gabriel L.
Cook, Frank Vincent.	Rothschild, William Henry.
Gallant, Charles Lewis.	Ryan, Charles M.
Harris, Edward O.	Schnaedelbach, Max. A.
Hemming, Stephen J.	Singer, Jacob J.
Hudson, William D.	Smith, Lewis Byrd.
Lazar, Benedict J.	Vaughn, Ben Wharton.
Long, Robert Carter.	Weil, Maurice.
Martin, August Erwin.	Willig, Alfred Otto.
Mayer, Louis.	

PUPILS OF THE GRADUATING CLASS OF JUNE, 1900.

BUSINESS COURSE.

Armstrong, Lulu Wilson.	Berry, Louis Leonidas.
Barkhoefer, Esther A.	Elman, Charles.
Gallaher, Abigail M.	Kleinschmidt, Allan John.
Hudgens, Bessie Louise.	Kramer, Jesse Garfield.
Lyon, Sadie A.	Lang, Charles.
Pfisterer, Ida.	Lauff, Philip Garfield.
	McDonald, Wallace K.
	Ramsey, George C.

NORMAL COURSE.

Arnott, Harriet Isabel.	Matson, Penn.
Baseler, Lila Redmon.	Miller, Maud Agnes.
Burt, Mary Inez.	Morrow, Ethel.
Clagett, Mary E.	O'Connor, Mary Rose.
Detering, Clara Theresa.	Papendick, Matilda.
Dueringer, Ida Maria.	Rawson, Blanche Isabella.
Dugger, Lelia Ethel.	Schlieper, Adelaide.
Edy, Adrienne Margaret.	Sherry, Susan Amaranth.
Fruchte, Maud Mercedes.	Siegrist, Grace Franklin.
Haberman, Olga.	Siemon, Augusta Stella.
Husbands, Ada Jane.	Snider, Myrtle.
Igoe, Sarah Anna.	Steffen, Mary Agnes.
Johnson, Grace Howard.	Stockton, Fay.
Kratzer, Alvina M.	Switzer, Maude Montgomery.
Krone, Beatrice C.	

THE NEW COURSE OF STUDY.

The revision of the High School course of study has simplified it, and has improved the sequence of studies in some cases, adjusting the work more closely to the maturity of the pupils and giving all the elasticity and freedom of individual choice compatible with thoroughness and symmetry of education. Tabular and verbal statements of the courses now provided are herewith presented and attention is directed to some features of special interest. In the arrangement of the course of study, the dominant idea is the thought that education should be training for power and for the cultivation of will, and not merely acquisition of knowledge.

One change promises to be very beneficial, and that is the distribution of the work in literature over the earlier years of the course instead of its concentration in the last year, when for want of time it is impossible for the pupil to form any adequate acquaintance with the actual writings of authors. If the excellence of many authors is presented in rapid survey, the pupil who is unfamiliar with these writings is likely to be overwhelmed by the abundance of good things to be read and is almost compelled to content himself with another's estimate, instead of reading for himself the works of literature. If by the plan proposed, the pupil can be induced to read at least one work of each great American and British author, or such portions of a work as will afford a basis for judgment, and so can be led to cultivate a taste for the best literature, a work will be accomplished which will be of lasting benefit. Moreover, the reading that the pupil is led to do will furnish him with material for thought and conversation and composition, and so will be correlated with his work in English. Acquaintance with the best in literature will afford standards and examples by which to measure his own attempts, and will render distasteful all inferior writing.

The new order of studies peculiar to the Commercial Course is such as to give them their logical sequence, first Penmanship, then review of Arithmetic, then Bookkeeping, to which both Penmanship and Arithmetic are essential. Moreover, greater maturity is desirable for the study of Bookkeeping. The time given to it has been increased from 120 recitation periods to 160 recitation periods, distributed through the last half of the second year and the first half of the third year, instead of through the first and second years. Phonography is placed in the last two years of the course, that the pupils may bring to its study greater maturity of mind, and that the speed attained may not be lost before the time to use it is reached, as is likely to be the case, if one or more years elapse between its acquisition and its use.

ADVANCEMENT OF PUPILS.

The conditions of promotion and the rules governing the progress of pupils failing to do satisfactory work were made the subject of special consideration during the year, and it was finally determined that pupils making 80 per cent in their recitations in any study for a term of twenty weeks should be regarded as having given satisfactory evidence of good scholarship and therefore should not be required to give further proof of their readiness for the work of the next grade. Pupils who for any reason fail to make such a record in any study may, if they so request, be allowed to prove their preparation for the work of the next higher grade by passing an examination upon exactly the same conditions as heretofore have obtained in the case of all pupils irrespective of their record. This change of rule was made after careful examination of the records of past years to ascertain its possible and probable effects, which revealed the fact that but few of the pupils who made eighty per cent in a study during the term failed to pass the term examination, and those few, almost without exception, succeeded in passing the re-examination given to the pupils failing to pass in one study. The proposed change in the rule went into effect the second term, but was not announced in time to affect the report of the first five weeks' work. However, its effect was immediately apparent in the increased studiousness of pupils who desired to have their work reach the point of excellence deemed sufficient for promotion. The result at the end of the term was that expected. Less than twenty-five per cent on an average failed to give satisfactory evidence of their scholarship in the various studies, so more than seventy-five per cent were relieved of the strain of passing a term examination, and the scholarship of the school, instead of suffering any deterioration, was improved by the stimulus and incentive to do thoroughly satisfactory work day by day. The beneficial effect of the change we expect to be still further demonstrated next term, when it will be known to all the pupils from the beginning.

This method of deciding the advancement of pupils, together with the practice of allowing pupils to advance in studies in which they have done good work while reviewing studies in which they have not been so successful, makes our grading so flexible and reasonable that hardly anyone can fail to see and approve its wisdom and fairness.

In all cases where the burden of a full course proves too heavy, the privilege of spreading the course by the postponement of one or more of the required studies is granted on request of the parents. Thus over-strain of individual pupils is prevented without any injurious effect upon the scholarship of the school. And the individual whose condition requires relief is allowed to give in time what is lacking in strength.

Of course the adjustment of the work to individual needs requires time and judgment and makes the task of fitting the programme of the pupil into the general programme of the school exceedingly difficult, but it is work that we believe is very profitable to the individual pupil, often preventing discouragement and early withdrawal from school.

CLASSES IN SPANISH.

The introduction of Spanish in the early part of the year was followed by the formation of a class at the beginning of the second term. The class was composed of pupils who had completed two years of the High School course. The pupils of this grade were given a choice between French, Spanish and German, and, on request, were allowed to take two of these languages, if their record showed their ability to carry an additional study. For several years, inquiries had been made from time to time with reference to the Spanish language, and now the demand is satisfied. From present indications one new class will be formed each term. This will give in all four classes, one in each term of the two years' course.

THE SCIENCES.

The department of Physics during the past year has been brought to a state of excellence hardly surpassed in any high school of the country.

The laboratory is now well furnished with apparatus for individual work, occupying one double period of 85 minutes each week during one year and a half. Many ingenious devices have been introduced that increase the effectiveness of the course. The apparatus, while comparatively inexpensive, is eminently practical and admirably adapted to the needs of the pupils. The thorough system of Mr. Ingerson, the teacher in charge, has produced the most satisfactory conditions for interesting and profitable work.

In order to acquaint himself with the best work in Laboratory Physics, Mr. Ingerson has spent two summers in the physical laboratories of the University of Chicago, devoting as much as six hours a day to the work.

The apparatus for demonstration work has been put in thorough repair, through the tireless industry and skill of those in charge, and many pieces have been added in illustration of the principles of the science, notably a complete X-Ray outfit and a powerful Tesla Immersion coil for the production of X-Ray and electrical effects, and apparatus for the demonstration of the Wireless Telegraphy, the latter designed and made by Mr. Stephen A. Douglass.

The scientific lectures by instructors in Physics, one on The Cathode and X-Rays, by Mr. Chester B. Curtis, the other on "Wireless Telegraphy," by Mr. Stephen A. Douglass, which were given repeatedly before the teachers and pupils of the High School, the pupils of the eighth grade, and the general public, proved of great interest and showed that there is a place for such work. The beginning of this extension work made the past year will be followed in the coming year by other lectures by the High School teachers, whose services will be given freely to such work, as the field for it opens.

The department of Botany has been transformed. The laboratory is now thoroughly furnished and well adapted for work. Many original and unique features contribute to its furnishing.

The stereotyped long working tables generally found in Botany laboratories have given place to ordinary single school desks set in rows with the usual distance between the rows, but twice the distance from back to back of the seats in the rows. This arrangement furnishes each pupil an independent, detached work table and receptacle for books. The inclined surface of the desk facilitates the examination of objects with microscope or dissecting lens. The separation of pupils enables the teacher more readily to examine and direct the work done. For convenience of pupils, instead of the ordinary seat attached to the desk, stools are provided, which are found very comfortable and easy of adjustment when specimens are examined. The dissecting lenses are a unique and original contrivance, costing with glass less than one dollar each—seventy-five cents for the lens, twenty cents for the stand, which consists of a base of quarter-sawed oak, 5" by 6" by 2", into which a part of a carpenter's marking gauge is fitted. The thumbscrew and block of the gauge afford an adjustable holder for the lens and means of keeping it in focus while the specimen is dissected and examined beneath it. For the finer microscopic work, five compound microscopes with double nose pieces and 1-6 and 2-3 objectives are provided, one for each six pupils. In the collection of the material for illustration a very good start has been made. Already the question of receptacles is pressing, as there are specimens enough on hand to fill as many jars and cases as the entire appropriation for Botany would buy. Twenty-five herbarium cases, 14" by 18" by 28", of an original design, have been placed in the Botany work room, for the preservation of specimens. The lids of these cases, which must be insect proof, fit against a rubber tube set in a groove three-quarters of its diameter in depth, and are clamped tight by means of eccentric sash fasteners. Through the energy of Mr. Carl F.

Baker, one of the teachers of Botany, more than 500 mounted specimens have been placed in the collection of plants. Abundance of illustrative material is a desideratum in all nature work, and a good supply will without doubt be in the possession of the school within a year's time, if we may judge of the future increase by the past. One very noticeable feature in every department of science in the High School is the adaptation of means to ends, and the effectiveness of inexpensive apparatus designed for special needs, as they have arisen, and manufactured in the school or under its direction. This is a feature frequently remarked as abounding in suggestion for other schools that have laboratories to equip or improve. The growth of such equipment in every locality makes heavy demands on the funds available for such purposes, and every means of economy consistent with efficiency is a benefit to schools that wish to secure the greatest amount for the money available for the purpose.

A SCIENCE SECTION.

The interest of the teachers of science has manifested itself in many ways, and for their mutual improvement they have organized a Science Section, which meets the first Thursday of each month. By a division of the entire field of scientific investigation among the members, each of whom becomes responsible for a portion and undertakes to keep his fellow teachers informed of the advancement in his allotment, the acquaintance of each with the progress of science in all its numerous directions of activity will be made possible without the expenditure of more time and effort than each individual is able to contribute. The meetings have proved highly interesting and profitable, and the section will no doubt become a permanent adjunct of the High School.

A LITERATURE SECTION.

The desire of some of the teachers to study the beginning of English led to the formation of a section for the study of Anglo-Saxon under the leadership of Mr. F. W. Fink, who has devoted

much time and study to the subject during the five years spent by him in Germany. Twenty-three teachers were enrolled in the class, which met once a week for an hour. Part of each hour was occupied by the reading of a paper prepared by the leader on some theme connected with the study of Anglo-Saxon literature, and the rest of the time was employed in a study of the language itself. The meetings proved exceedingly interesting, and the members of the section expect to reorganize for further work another year.

NEW TEACHERS.

Five new teachers were appointed to positions in the High School last year. The method of their selection was such as to guarantee their success, and their term of probation has fully demonstrated the wisdom of their choice. A brief biographical statement of their preparation is subjoined.

Mr. Stephen A. Douglass was born at Plain City, Ohio. He attended the public schools of that place and graduated from its High School in 1887. After teaching two years in his native place, he entered Michigan University in the fall of 1889. His college course was not continuous; between his entrance and graduation, he taught two years in Plain City and four years in the Mt. Hermon School, Mt. Hermon, Mass. His recommendations by the authorities of Michigan University were of the strongest character and have been approved by his work of the past year in the department of Physics, upon which he has already left the impress of his individuality.

Mr. Chester Beckworth Curtis was born at New Castle, New Hampshire. He was educated at Portsmouth, New Hampshire, in the public schools, and graduated at Dartmouth College in 1889. From 1889-1892, he taught Physics and Mathematics at Holderness School for Boys, Plymouth, N. H. In 1892-1893, he was a graduate student at Dartmouth College. From 1893-1896, he taught Chemistry and Physics at Shattuck School, Faribault, Minn. From 1896-1897, he was a graduate student

at Dartmouth College and Cornell University. From 1897-1899, he was Assistant in Chemistry at Cornell University. His personal qualities and thorough preparation have made him a most valuable addition to the corps of teachers, and by his work in Chemistry and Physics he has contributed to the present marked efficiency of those departments.

Mr. Colman Dudley Frank was born in Michigan and was educated in the public schools of Detroit, Michigan, and Toledo, Ohio. From the High School of the latter place, he was graduated in 1893 as one of the "Honor Ten" of his class. In 1897, he received the degree of Bachelor of Philosophy, from the University of Michigan, after the usual four years of study in the full academic course. He specialized in modern languages, French, German, and Spanish, throughout his university course, and afterwards spent a year in Europe, studying at the University of Marburg a summer term, at Heidelberg a winter semester, and a second semester at the University of Paris and the College de France. On his return, he was given charge of the work in French in the School of Engineering at the University of Michigan, and resigned this position to come to St. Louis. For the first term of the year, his work was with the classes in French and History, but when the Spanish language was introduced into the High School course, the class in Spanish also was entrusted to him. The summer vacation was spent by Mr. Frank in a study tour of Spain, that he might bring to his classes even better preparation for their instruction than that already made by him.

Mr. Carl F. Baker graduated from the Michigan State Agricultural College in 1892. While still a senior, he was appointed Assistant to the Professor of Zoology in that institution. His first class consisted of teachers attending the summer school. He did post-graduate work in Biology under Prof. McFarland and in Botany under Dr. Beal. In the fall of '92, he was appointed Assistant Professor of Zoology in the Colorado State College. In the fall of '96, he was made Professor of Zoology

in the Alabama Polytechnic Institute and Entomologist to the State Experiment Station. Here also he was Zoologist, Associate Botanist, and Secretary of the Alabama Biological Survey. In the fall of '98, he resigned these positions to accompany as Botanist an expedition from the Carnegie Museum of Pittsburgh to Colombia, South America, under the direction of Mr. Herbert H. Smith. On his return, he took charge of field investigations in S. W. Colorado and N. W. New Mexico, in the interest of several of the greater colleges and universities.

Mr. Baker has brought to his work as teacher of Botany, an unusually wide acquaintance with the flora of different localities, obtained by study of the living plants in their native environments. He is an enthusiastic investigator, an energetic and tireless worker in the field of Biology. Systematic, well informed, progressive, intense, his pupils can hardly fail to imbibe from him the true spirit of scientific research, which is the mainspring of successful work in every science. His collection of materials for investigation promises well for the future of the work in Biology in the High School.

Harvey Waterman Thayer was graduated from Bowdoin College in 1895, with the highest honors of his class. The next year was spent in graduate work in Harvard University, and was devoted to German Philology and German Literature. The Bachelor's Degree was conferred upon him by Harvard University in 1896. The next two years were spent in the University of Maine as tutor and instructor in French, German, and English. Then he went to Europe, where he remained fourteen months, studying in the University of Leipsic under Sievers, Holz, Witkowski, Elster and other well known teachers, and improving his unusual opportunities of learning the spoken language and of becoming acquainted with the life of the people. His work in the High School has not disappointed the expectation raised by the high recommendations of those who knew his qualifications and by the excellence of his preparation for his work as teacher of German and English.

PHYSICAL EXERCISE.

The timely appropriation made by the Board of Education for the erection of a house in Forest Park and later for the furnishing of baths, has resulted as desired and expected, in increased activity and interest in out-door exercise by the boys of the High School. A large number have exercised regularly whenever the state of the weather permitted. The house and grounds have made this healthful exercise possible, and have stimulated the natural desire for out-door sports, which should be encouraged. The proposed introduction of gymnastics as a regular requirement of the course will be another step in the direction of proper care for the physical development of the youth of our city, which should lead at the earliest possible date to the provision of a gymnasium in connection with the High School. The court furnishes the location for a gymnasium of ample dimensions. If roofed over with glass and iron, nothing better could be desired. The arches for the roof could spring from just below the windows of the first floor, so called, and no light would be cut off from the ground floor, and the ventilation would be unimpaired, and still height sufficient for the gymnasium secured. In suitable weather the proposed gymnastic exercises with wands, dumb-bells, and Indian clubs can be taken by pupils in the open court, but in inclement weather, the best provision that can be made is the stage of the auditorium, which is not sufficiently large or entirely suitable for the purpose. Moreover, for the most effective work, other appliances and conditions are requisite. A well equipped gymnasium has long been considered essential to the complete furnishing of a modern high school, and it is to be found in connection with the high schools of other cities not nearly so large as St. Louis.

ORGANIZATIONS OF PUPILS.

It has seemed wise to encourage every proper form of activity on the part of the pupils which promised to be tributary

to the main purpose of the school, the development and training of the whole being. The Boys' Mandolin Club has grown in numbers and has shown the effects of diligent practice under competent leadership in the musical numbers contributed at the graduation exercises and upon other public occasions.

The Boys' Glee Club, under the direction of Mr. George Platt Knox, who in his college days was the leader of the Cornell Glee Club, has become popular in the school and community. The practice in singing its numbers secures results in a vocal culture that will go with them through life and be a source of pleasure to themselves and to others. The influence exerted by the club upon the singing of the entire school is very noticeable, and its renditions of well-chosen selections have elicited the genuine and hearty applause of all who were present on graduation occasions or at the entertainments given by the organizations of the school.

The girls also have a glee club from which we expect excellent music.

The literary societies and the paper which they edit and publish have made excellent exhibits of their work during the year and are a source of satisfaction and pride.

The corps of Cadets has grown in numbers and has done much for the members of their organization, supplying healthful exercise and accustoming each one to yield respectful and prompt obedience to regulation, which is essential to the success of all organized effort. The lesson is the more effectively taught because the organization is entirely voluntary. The discipline maintained is such that at no time since their organization has it been necessary to speak to them in censure.

The Athletic Association is composed of the boys of the school who are interested in athletics, to which it is designed to give direction and effectiveness. It is a member of the Inter-scholastic League, composed of schools of high school grade in St. Louis and its vicinity, which was formed for the better regulation of athletic contests between its members and for the fos-

tering of the spirit of fairness and the true love of sport that should at all times dominate in such contests.

Under the care of the Athletic Association, the last year, there were four football teams, a tennis team, a track team, a baseball team, and a hockey team. Each year also a Field Day is arranged, in which all members of the association who desire to participate compete for athletic honors. Much has been done by this association to create and foster school spirit.

EVIDENCES OF SCHOLARSHIP.

In the contest for the prizes offered by the society of The Sons of the Revolution in the State of Missouri, Miss Theckla Kahn of the Class of January, 1900, was awarded the gold medal for the best essay upon the subject "Heroes of the Revolution." The competition was open to all pupils of high school grade in the State of Missouri.

The scholarship to Washington University for the year 1900 was awarded to Miss Elizabeth Helen Woods of the June Class.

In this connection, it is with great satisfaction that we refer to the generous recognition accorded the work of pupils of the High School in Washington University, by the action of its Board of Directors at a meeting held on Wednesday, June 20th, 1900. A second annual scholarship was granted to the High School, so that one pupil from each class graduated, instead of one from the two classes graduated during the year, will be awarded a scholarship.

The following is a copy of the letter informing the Principal of the High School of the action taken.

WASHINGTON UNIVERSITY,
ST. LOUIS, Mo., July 2, 1900. }

Mr. W. J. S. Bryan, Principal of the High School, City:

Dear Mr. Bryan: I take pleasure in informing you that the Board of Directors has established a second scholarship which is open to the graduates of the St. Louis High School on exactly the same terms as those on which the first scholarship was granted.

The Board wishes this second high school scholarship to be given to a graduate in the January Class, while the first scholarship is to be given to a graduate in the June Class, from your school.

I wish to express the very great satisfaction we have with the preparation of those whom we receive from the High School and with the very creditable record which they make during their stay with us here. You will see by examination of the programme of our last Commencement, that your graduates maintained a very high standing and received the degrees summa and magna cum laude.

We shall be very glad to have many more of your graduates with us.

Truly,

W. S. CHAPLIN,

Chancellor.

The scholarship in Wellesley College offered by the local Alumnae of that college to the young woman educated in Missouri, who should pass the best examination in June, 1900, was won by Miss Cora Leila Butler of the Class of January, 1900. A close second in the examination was Miss Harriet Adams Chamberlain of the Class of June, 1900, whose papers were such that it was extremely difficult for the examiners to determine which should be awarded the scholarship. The money value of the scholarship was \$400.

The number of pupils who go to college after leaving the High School is increasing. From the classes of this year, pupils have gone to the Universities of Harvard, Princeton, Cornell, Michigan, Virginia, Missouri, Smith, Wellesley, Radcliffe, Chicago, Pennsylvania, and Washington University, St. Louis. Two entered Harvard from the Class of January 1901, having completed only three and a half years of the High School course; one of these passed with special honor in Latin and English.

Of former graduates several have distinguished themselves during the year by the special excellence of their work. Dr. Major Seelig secured appointment in the Hospitals of New York on a competitive examination, making the highest record of forty applicants. Mr. George Kellogg has done work of special excellence as a "Fellow" at Rome, whither he was sent in recognition of his work at Yale. Miss Marie Jeannette Klem did such original work in Zoology at Washington University, ex-

tending the limits of knowledge of Crinoids, that it was recognized by the Academy of Science, and her graduation thesis on that subject was published as part of the proceedings of that society.

COURSES OF STUDY.

GENERAL COURSES.

English, Algebra, Biology (Botany and Physiology), Latin or German.

English, Geometry, Physics, Latin or German.

English, History, Chemistry, Physics, Latin and German or French or Spanish, or Latin or German, and French or Spanish.

English, History, Psychology first half year, Ethics second half, or Chemistry, Latin and German, or French or Spanish, or Latin or German, and French or Spanish, Shakespeare.

ART COURSE.

English, Geometry, Physics, Drawing and History of Art.

English, History, Physics, Chemistry, Drawing and History of Art, German or French or Spanish.

English, History, Shakespeare, German or French or Spanish, Psychology first half year, Ethics second half, or Chemistry, Drawing.

SCIENTIFIC COURSE.

English, Algebra, Biology (Botany and Physiology), Latin.

English, Geometry, Physics, Latin.

English, Algebra, Geometry, Chemistry, Physics, Latin and German or French, or Spanish.

English, History, Latin, German or French or Spanish, Trigonometry, Chemistry, Shakespeare.

GREEK COURSE.

English, Algebra, Biology (Botany and Physiology), Latin.

English, Geometry, Greek, Latin.

English, History first half year, Latin, Greek, German or French or Spanish.

English, History, first half year, Latin, Greek, German or French or Spanish, Physics, Shakespeare, second half.

COMMERCIAL COURSE.

English, Algebra, Biology (Botany and Physiology), Latin or German or Drawing and History of Art, Penmanship.

English, Geometry, Latin, or German, or Drawing and History of Art, Physics, Arithmetic first half year, Bookkeeping second half,

English, Latin or German or French or Spanish, Chemistry, Physics, Bookkeeping first half year, Commercial Law second half, Phonography.

English, History, Latin or German or French or Spanish, Civics first half year, Economics second half, Chemistry or Psychology first half year, Ethics second half, Phonography, Shakespeare.

COLLEGE COURSES.

English, Algebra, Biology (Botany and Physiology), Latin, German.

English, Geometry, Latin, Physics, or Greek.

English, Latin, Algebra, Geometry, Greek or Chemistry and Physics, German or French or Spanish, College Studies.

English, History, Latin, German or French or Spanish, Greek and Physics, or Trigonometry and Chemistry and Shakespeare, College Studies.

COURSES OF STUDY, ARRANGED BY YEARS.

FIRST YEAR.

General Courses—English, Algebra, Biology (Botany and Physiology), Latin or German.

Scientific Course—English, Algebra, Biology (Botany and Physiology), Latin.

Greek Course—English, Algebra, Biology (Botany and Physiology), Latin.

Commercial Course—English, Algebra, Biology (Botany and Physiology), Latin or German or Drawing and History of Art, Penmanship.

College Courses—English, Algebra, Biology (Botany and Physiology), Latin, German.

Art Course—English, Algebra, Biology (Botany and Physiology), Drawing and History of Art.

SECOND YEAR.

General Courses—English, Geometry, Physics, Latin or German.

Scientific Course—English, Geometry, Physics, Latin.

Greek Course—English, Geometry, Latin, Greek.

Commercial Course—English, Geometry, Latin, or German, or Drawing and History of Art, Physics, Arithmetic first half year, Bookkeeping second half.

College Courses—English, Geometry, Latin, Physics or Greek.

Art Course—English, Geometry, Physics, Drawing and History of Art.

THIRD YEAR.

General Courses—English, History, Chemistry, Physics, Latin and German or French or Spanish, or Latin or German, and French or Spanish.

Scientific Course—English, Algebra, Geometry, Chemistry, Physics, Latin and German or French or Spanish.

Greek Course—English, History, Chemistry, Latin, Greek, German or French or Spanish.

Commercial Course—English, Latin or German or French or Spanish, Chemistry, Physics, Bookkeeping first half year, Commercial Law second half, Phonography.

College Courses—English, Algebra, Geometry, Greek or Chemistry, Latin, German or French or Spanish, College Studies.

Art Course—English, History, Physics, Chemistry, Drawing and History of Art, German or French or Spanish.

FOURTH YEAR.

General Courses—English, History, Psychology first half year, Ethics second half, or Chemistry, Latin and German or French or Spanish, or Latin or German, and French or Spanish, Shakespeare.

Art Course—English, History, Shakespeare, German or French or Spanish, Psychology first half year, Ethics second half, or Chemistry, Drawing.

Scientific Course: English, History, Latin, German or French or Spanish, Trigonometry, Chemistry, Shakespeare.

Greek Course—English, History first half year, Latin, Greek, German or French or Spanish, Physics, Shakespeare second half.

Commercial Course—English, History, Latin or German or French or Spanish, Civics first half year, Economics second half, Chemistry or Psychology first half year, Ethics second half, Phonography, Shakespeare.

College Courses—English, History, Latin, German or French or Spanish, Greek and Physics, or Trigonometry and Chemistry and Shakespeare, College Studies.

HIGH SCHOOL—TABLE a.

CHARACTER OF ATTENDANCE IN THE HIGH SCHOOL FOR EACH YEAR. (THE ENROLLMENT SINCE 1886 INCLUDES PUPILS OF THE BRANCH HIGH SCHOOL.)

YEAR.	Enrolled.	Belonging.	Per Cent Enrolled Belonging.	Attending.	Per Cent Attendance.	No. Discharged.	Per Cent Discharged	Per Cent Remaining	No. not Absent.	No. not Tardy.	Per Cent Tardiness.
1859	249	198	78	191	95	136	35	65	123	96	1.4
1860	290	102	79	97	95	112	29	71	124	127	1.3
1861	316	245	73	235	95	106	33	67	76	137	.95
1862	229	180	74	173	96	110	48	52	76	166	1.5
1863	276	232	87	225	97	72	26	74	35	45	2.9
1864	261	220	83	211	96	91	45	55	39	63	1.3
1865	273	236	86	226	96	69	25	75	39	155	1.
1866	286	231	83	222	96	96	34	66	46	191	.6
1867	281	247	90	238	96	60	21	79	53	160	.92
1868	353	304	86	289	95	80	23	79	50	212	.81
1869	375	324	86	311	96	83	24	76	82	203	.76
1870	391	327	84	314	96	112	28	72	79	237	.5
1871	404	343	85	329	96	114	28	72	96	267	.52
1872	410	338	82	323	97	137	33	67	78	264	.64
1873	355	302	85	293	97	86	24	76	72	194	.64
1874	342	296	85	291	98	51	15	85	109	208	.8
1875	396	344	85	305	97	61	15	85	98	229	.76
1876	441	344	85	336	98	56	15	85	92	318	.38
1877	441	333	79	323	97	95	21	79	86	268	.91
1878	402	323	79	316	98	85	21	79	104	264	.52
1879	422	346	84	337	97	69	16	84	93	247	.64
1880	436	345	72	336	97	121	28	72	116	300	.38
1881	454	349	71	338	97	132	29	71	94	299	.61
1882	478	368	70	357	97	143	30	70	115	304	.63
1883	408	313	75	301	97	104	25	75	70	246	.75
1884	408	324	80	316	97	61	15	85	114	232	.70
1885	442	345	78	336	98	113	26	75	122	285	.55
1886	949	771	81	752	98	232	25	76	237	611	2.5
1887	1108	900	81	872	97	256	23	77	280	726	2.5
1888	1177	956	78	922	96	263	22	78	172	826	2.8
1889	1332	1062	80	1030	97	270	20	80	226	941	2.1
1890	1482	1165	78	1120	96	339	22	78	236	1073	1.3
1891	1521	1173	78	1131	96	346	23	77	277	772	1.5
1892	1533	1273	83	1198	94	532	31	69	224	862	1.5
1893	1645	1323	80	1198	91	425	26	74	239	840	1.6
1894	1856	1537	83	1502	98	322	18	82	672	1456	.52
1895	1967	1597	81	1560	97	412	26	74	594	1524	.54
1896	2049	1654	81	1614	98	441	22	78	598	1396	.58
1897	1958	1564	80	1524	97	468	24	76	597	1296	.75
1898	1993	1539	78	1498	97	491	25	75	535	1371	.67
1899	1855	1455	78	1416	97	439	24	76	451	1205	.85
1900	1993	1551	78	1508	97	468	23	77	504	1325	.72

HIGH SCHOOL—TABLE b.

NUMBER ENROLLED IN THE HIGH SCHOOL FOR EACH YEAR (EXCLUDING JUNIOR YEAR FOR THE PERIOD DURING WHICH THE BRANCHES WERE INDEPENDENT SCHOOLS).

YEAR.	Junior Year.			Second Year.			Third Year.			Senior Year.			Course.			Post Graduate Normal Course.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1853	47	25	72	53	14	67	...	...	...	...	...	...	47	25	72	...	...	...
1854	30	25	55	...	...	...	...	...	...	...	...	...	53	39	92	...	...	...
1855	39	35	74	11	15	26	10	3	13	...	...	...	60	59	119	...	...	...
1856	52	55	107	10	27	37	8	10	18	...	...	...	70	92	162	...	...	...
1857	76	61	137	30	35	65	12	16	28	...	...	...	118	112	230	...	...	...
1858	73	63	136	40	35	75	7	10	17	8	5	13	128	113	241	...	...	...
1859	73	70	143	40	28	68	19	6	25	7	6	13	139	110	249	...	...	...
1860	85	80	165	43	31	74	18	11	20	16	6	22	162	128	290	...	...	...
1861	85	65	150	52	40	92	20	22	42	22	10	32	179	137	316	...	...	...
1862	81	38	119	31	19	50	21	19	40	12	8	20	145	84	229	...	...	...
1863	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1864	44	85	129	34	48	82	19	15	34	9	7	16	106	155	261	...	...	...
1865	56	74	130	26	50	76	17	29	46	10	11	21	100	164	263	...	...	...
1866	55	74	129	30	40	70	16	33	49	14	24	58	115	171	286	...	...	...
1867	57	74	131	28	43	71	19	27	46	12	21	33	116	165	281	...	...	...
1868	80	90	170	45	45	90	31	21	52	16	25	41	172	181	353	...	...	...
1869	70	103	173	47	51	98	28	33	61	17	26	43	162	213	375	...	...	...
1870	80	107	187	39	51	90	26	52	78	21	25	46	166	235	401	...	...	...
1871	76	107	183	59	67	126	23	25	48	17	30	47	175	229	404	...	...	...
1872	73	68	141	66	80	155	36	45	81	12	21	33	187	223	410	...	...	...
1873	...	...	...	81	128	209	32	53	85	22	39	61	135	220	355	...	...	...
1874	...	...	...	91	111	202	28	47	75	20	45	65	139	203	342	...	...	...
1875	...	...	...	96	135	231	44	74	118	13	34	47	153	243	396	...	...	...
1876	...	...	...	98	192	290	13	32	45	42	64	106	153	288	441	...	...	...
1877	...	...	...	83	202	285	27	65	92	20	44	64	130	311	441	...	...	...
1878	...	...	...	53	136	189	33	108	141	18	54	72	104	298	402	...	...	...
1879	...	...	...	67	187	254	21	77	98	13	57	70	101	321	422	...	...	...
1880	...	...	...	59	153	212	24	103	127	15	82	97	98	338	436	...	...	...
1881	168	377	545	55	155	210	34	109	143	18	83	101	275	724	999	...	...	...
1882	120	254	374	54	184	238	23	98	121	21	98	119	218	634	852	...	...	...
1883	114	327	441	42	132	174	34	99	133	22	79	101	212	637	849	...	...	...
1884	128	315	443	41	156	197	26	86	112	18	81	99	213	638	851	...	...	...
1885	137	328	465	46	157	203	25	114	139	16	84	100	224	683	907	...	...	...
1886	147	365	512	37	128	165	32	110	142	20	110	130	236	713	949	...	...	...
1887	173	426	599	40	163	203	39	133	172	32	102	134	284	824	1108	...	...	...
1888	170	439	609	40	158	198	33	180	213	35	122	157	278	899	1177	...	...	...
1889	199	494	693	52	143	195	37	204	241	22	181	203	310	1022	1332	...	...	...
1890	259	536	795	44	162	206	52	171	223	29	229	258	384	1098	1482	...	...	...
1891	234	504	828	45	129	174	53	218	271	45	203	248	377	1144	1521	...	...	...
1892	243	607	850	47	131	178	45	214	259	44	202	246	379	1154	1533	...	...	...
1893	239	634	873	36	133	169	59	268	327	42	234	276	376	1269	1645	...	...	...
1894	278	594	872	47	155	202	60	219	279	56	258	314	441	1415	1866	...	189	189
1895	330	566	896	66	159	225	74	259	331	56	273	329	526	1441	1967	...	186	186
1896	353	588	941	81	149	230	82	245	327	61	256	317	577	1472	2049	...	234	234
1897	348	626	974	89	170	259	105	231	336	66	249	315	608	1350	1958	...	74	74
1898	370	642	1012	79	196	275	120	249	369	92	335	327	661	1322	1983	...	...	...
1899	326	595	921	97	161	258	97	216	313	112	251	363	632	1233	1855	...	...	...
1900	437	666	1103	69	165	234	121	207	328	97	231	328	724	1269	1993	...	...	...

	1893	1894	1894	1895	1895	1896	1896	1897	1897	1898	1898	1899	1899	1900
	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.
(a) Number pupils admitted from Grammar Schools by examination	316	242	301	272	331	282	363	273	346	334	266	282	397	357
(b) Number pupils admitted from other than Grammar Schools by examination	39	8	35	10	31	10	24	14	40	20	31	23	70	31
Total.....	355	250	336	282	362	292	387	287	386	354	297	305	467	388

HIGH SCHOOL—TABLE c.

AGE OF PUPILS IN PER CENT. OF TOTAL NUMBER.

1.—AGE OF PUPILS ADMITTED TO THE HIGH SCHOOL.

	School Year	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	Total.
Number of pupils	1893-94	9	38	156	203	153	46	605
Per cent of these numbers to total number admitted	1893-94	1.4	6.1	25.8	33.5	25.7	7.5	100
Number of pupils	1894-95	8	52	128	225	140	65	618
Per cent of these numbers to total number admitted	1894-95	1.3	8.4	21.0	36.0	22.0	10.5	100
Number of pupils	1895-96	6	60	151	230	151	56	654
Per cent of these numbers to total number admitted	1895-96	.8	9.2	23.1	35.2	23.1	8.6	100
Number of pupils	1896-97	10	63	164	232	152	53	674
Per cent of these numbers to total number admitted	1896-97	1.5	9.3	24.3	34.4	22.6	7.8	100
Number of pupils	1897-98	14	52	190	243	173	68	740
Per cent of these numbers to total number admitted	1897-98	1.9	7.0	25.6	32.8	23.4	9.3	100
Number of pupils	1898-99	8	61	163	196	129	45	602
Per cent of these numbers to total number admitted	1898-99	1.3	10.1	27.1	32.6	21.4	7.5	100
Number of pupils	1899-1900	13	63	228	270	201	80	855
Per cent of these numbers to total number admitted	1899-1900	1.5	7.4	26.7	31.6	23.5	9.3	100

REPORT OF THE SUPERINTENDENT.

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2.—AGE OF PUPILS IN THE WHOLE SCHOOL INCLUDING THOSE JUST ADMITTED.

	School Year.	11 Years old.	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	18 Years old.	19 Years old.	20 Years old.	Total.
Number of pupils.....	1893-94	10	45	216	386	431	424	112	138	94	1856	
Per cent of total number..	1893-94	.5	3.0	12.0	21.0	23.0	22.5	6.0	7.0	5.0	100	
Number of pupils.....	1894-95	9	65	176	420	461	356	226	157	98	1967	
Per cent of total number..	1894-95	.4	3.3	9.0	21.0	23.0	18.0	11.0	8.0	5.0	100	
Number of pupils.....	1895-96	1	8	75	218	409	447	364	245	142	140	2049
Per cent of total number..	1895-96	.1	.4	3.6	10.6	20.0	21.8	17.7	12.0	7.0	6.8	100
Number of pupils.....	1896-97	3	6	80	242	422	468	355	202	99	81	1958
Per cent of total number..	1896-97	.3	.3	4.0	12.3	21.5	23.9	17.1	10.3	5.0	4.1	100
Number of pupils.....	1897-98	15	63	273	450	495	352	228	83	24	1983	
Per cent of total number..	1897-98	.7	3.3	13.8	22.7	24.9	17.8	11.4	4.2	1.2	100	
Number of pupils.....	1898-99	1	7	83	243	422	472	326	187	80	34	1555
Per cent of total number..	1898-99	.1	.4	4.5	13.1	22.7	25.4	17.6	10.1	4.3	1.8	100
Number of pupils.....	1899-1900	14	76	320	457	502	359	177	62	26	1993	
Per cent of total number..	1899-1900	.7	3.8	16.1	22.9	25.2	18.0	8.9	3.1	1.3	100	

HIGH SCHOOL--RECORD OF GRADUATING CLASS.

	No. in Class.	Per Cent Scholarship.	Per Cent Deportment.	Per Cent Attendance.	No. Perfect in Deportment.	No. Perfect in Attendance.	Average No. Absences.	Average No. Tardiness.	Average Age.
1900—									
January Class.....	97	85	92	98	25	47	1.3	.25	18.6
June Class.....	112	87.4	95	99	38	72	.7	.54	18.8

Respectfully submitted,

WM. J. S. BRYAN, Principal

Summer High School.

SUMNER HIGH SCHOOL.

Mr. F. Louis Soldan, Superintendent of Instruction:

Dear Sir:—I herewith submit the Annual Report of Sumner High School for the year 1899-1900. The statistical tables bearing upon the progress and condition of the school will be found hereto annexed.

Notwithstanding some interruption, and considerable inconvenience caused by a fire which occurred in our building during the month of January last, the Sumner High School has had a successful year's work. The Graduating Exercises, held in Music Hall on the 18th of June, were attended by an audience which filled that vast auditorium to overflowing, and 11 graduates from the Normal Department and 23 from the High School received diplomas at the hands of Prof. C. M. Woodward, President of the Board of Education. These immense audiences, assembling year after year on this occasion may reasonably be regarded as a fair expression of the prevailing interest in the welfare of our school.

The question is often asked, "What becomes of the graduates of Sumner High School, and to what extent do the time, labor, and money expended in maintaining an institution of this kind tend to fit the young colored people for useful and profitable places in the business of life, in addition to giving them the intellectual and moral training which they undoubtedly receive?"

The class records show that about 80 per cent of our girl-graduates of the High School—now numbering in all 224—have also entered and passed through the Normal Department and have become teachers in the St. Louis Schools. Quite a large number of graduates of Sumner High School, who do not take the Normal Course, secure positions as teachers in the smaller cities and in the rural districts. Graduates of the Normal Department are placed on the eligible list for appointment at the time of graduation, but, inasmuch as this list is generally somewhat in excess of the present demand, it is customary for these

unemployed graduates to take positions as teachers elsewhere until such time as their services may be required by our Board. This period of waiting varies from one to two years.

As to the subsequent life of the boys who have graduated from our school, and who, in number, are about one-fourth as many as the girls, I gather some facts which, I believe, will be found interesting. The total number of boys who have received our diplomas during the past fifteen years is 54. Of this number, I am able to trace the after life of 46, with the following results:

Coal merchant.....	1	Music teachers.....	2
Grocer	1	Printer (proprietor)	1
Teachers	5	Reporter on daily paper.....	1
Farmers	2	Artist	1
Clerks; U. S. government.....	18	U. S. army.....	1
Lawyers	1	Barber	1
Physician	1		
In college.....	6	Total	43
Grocery clerk.....	1		

Six of the thirteen others, having but recently finished the course, are as yet undecided as to their future, and the remaining five have either died or have passed out of my knowledge.

The large number of boys who have entered the government service as clerks, may be accounted for by this fact that these young men sought the kind of employment which afforded them the readiest opportunity of work, and of pecuniary recompense. It is, however, pleasing to note that the majority of the boys have engaged in independent pursuits in various other fields of labor, and that they have met with a gratifying measure of success.

The Departments of Domestic Science and Manual Training are unquestionably producing results which fully attest the wisdom of the Board in introducing this feature of education into our schools. The attendance upon these classes is excellent, the interest is keen, and the general effect upon the morale of the school is healthful and invigorating. With enlarged facili-

ties, and with a more extended course of instruction in these departments, the educational outlook in Sumner High School will be exceedingly promising.

Respectfully submitted,
OSCAR M. WARING,
Principal.

SUMNER HIGH SCHOOL—NORMAL GRADUATES.

CLASS OF JUNE, 1900.

Lucy M. Arnold,	Clara V. Strange,
Hortense E. Berry,	Anna B. Thomas,
Harriet M. Diggs,	Laura E. Winchester,
Mamie I. Graves,	Minnie E. Wade,
Frances D. Howard,	Sarah C. Young.
Roberta E. Robinson,	

SUMNER HIGH SCHOOL GRADUATES.

CLASS OF JUNE, 1900.

Mary A. G. Casey,	Marie L. Pierce,
Viola S. Clay,	Anna M. Segar,
Dempsie T. Collins,	Alice V. Simms,
Lydia A. Diggs,	Lucinda C. Sydes,
La Belle Edwards,	Mary J. S. Washington,
Eleanora H. Giles,	Albert Banks,
Frances V. Jenkins,	Arvelle R. Cole,
Katie I. Johnson,	Eli May,
Marietta J. McCord,	Henry P. McGill,
Lillian M. McDougall,	Frederick A. McKinney,
Isabella M. Morgan,	J. Cordie Watkins.
Daisy M. O. Moseley,	

SUMNER HIGH SCHOOL.

RECORD OF NORMAL GRADUATING CLASS.

	Number in Class.	Per Cent of Scholarship.	Per Cent of Deportment.	Number Perfect in Deportment.	Average Number Tardy.	Average Age.	Per Cent of Examination for Graduates.
1900.	11	80	91	8	5	21.4	78

SUMNER HIGH SCHOOL.

RECORD OF HIGH SCHOOL GRADUATING CLASS.

	Number in Class.	Per Cent of Scholarship.	Per Cent of Deportment.	Number Perfect in Deportment.	Average Number Tardy.	Average Age.	Per Cent of Examination for Graduation.
1900.	23	81	88	15	14	18.2	76

SUMNER HIGH SCHOOL—TABLE I.

SHOWING CHARACTER OF ATTENDANCE SINCE 1885.

	Enrolled.	Belonging.	Per Cent of Enrolled Belonging.	Attendance.	Per Cent of Attendance.	No. Discharged.	Per Cent Discharged.	Per Cent Remaining.	No. not Absent.	No. not Tardy.	Per Cent of Tardiness.
1885	20	19	95	18	94	12	60	40	11	15	5
1886	43	37	86	32	90	15	34	66	20	30	1.2
1887	74	62	84	56	90	16	21	79	41	60	1.3
1888	82	68	83	63	93	25	30	70	46	70	2.1
1889	98	73	74	68	93	30	30	70	56	76	2.2
1890	101	81	80	74	91	25	25	75	79	82	1.6
1891	146	126	86	118	94	26	17	83	112	112	2.7
1892	196	171	87	160	94	39	19	81	140	140	2.3
1893	219	185	88	170	92	40	33	67	151	142	2.2
1894	212	195	92	175	90	41	20	80	20	90	2.5
1895	210	195	93	186	95	48	23	77	26	92	2.6
1896	247	213	86	205	92	23	9	91	20	31	2.9
1897	268	232	86	218	95	36	13	87	112	89	2.2
1898	261	209	80	194	92	54	20	80	60	96	2.1
1899	252	207	82	185	90	42	16	84	85	98	1.3
1900	250	194	78	185	95	42	17	83	27	67	1.8

	1895.	1896.	1897.	1897.	1898.	1898.	1899.	1899.	1900.
	Sept.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.
Number of pupils admitted from Grammar Schools by examination.....	56	50	13	46	20	55	14	55	15
Number of pupils admitted from other than Grammar Schools.....	5	2	2	1	1	3	1	2	1
Total.....	61	52	15	47	21	58	15	57	16

SUMNER HIGH SCHOOL—TABLE II.

SHOWING ENROLLMENT DURING PAST SIXTEEN YEARS.

	Junior Year.		Second Year.		Third Year.		Senior Year.		Normal Class.		Course.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1885	3	5	2	4	2	2	1	1	.....	.....	8	12	20
1886	13	10	3	8	2	4	1	2	.....	.....	11	23	43
1887	13	33	4	8	2	6	4	4	.....	.....	23	51	74
1888	11	23	6	9	4	12	4	5	.....	.....	25	59	84
1889	9	24	7	17	6	19	3	14	.....	.....	25	74	99
1890	11	23	7	17	6	13	1	16	.....	14	25	89	114
1891	16	46	5	13	6	15	5	16	.....	14	32	114	146
1892	28	36	6	15	6	24	2	15	.....	14	42	154	196
1893	26	52	13	34	2	26	10	28	.....	20	50	160	210
1894	18	50	15	40	10	40	15	2	.....	22	45	167	212
1895	21	54	12	30	7	28	3	36	.....	21	43	167	210
1896	20	72	10	40	6	35	4	19	.....	41	40	207	247
1897	27	51	17	65	9	30	5	28	.....	36	53	210	268
1898	35	60	13	32	9	56	7	27	.....	22	64	197	261
1899	23	58	17	33	16	43	10	29	.....	23	66	186	252
1900	27	60	18	46	7	37	6	18	.....	31	58	192	250

SUMNER HIGH SCHOOL—TABLE III.
AGE OF PUPILS IN PER CENT OF TOTAL NUMBER.

AGE.	1885.		1886.		1887.		1888.		1889.		1890.		1891.		1892.		1893.		1894.		1895.		1896.		1897.		1898.		1899.		1900.	
	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.		
12 Years.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
13 Years.....	1	5.	3	6.9	2	2.7	2	2.4	4	4.	3	2.6	4	2.7	3	1.5	4	1.9	8	3.7	..	..	..	..	..	..	..	..	..	2	.8	
14 Years.....	3	66.6	6	13.9	10	13.5	13	15.4	12	12.	19	16.6	29	19.1	5	2.6	6	2.8	20	9.4	5	2.4	2	.8	14	5.2	11	4.2	12	4.8	10	4.
15 Years.....	4	20.	9	20.5	20	27.	23	27.3	33	33.	33	28.8	40	27.3	38	19.3	42	20.	30	14.1	30	14.2	60	24.2	22	8.2	44	16.	25	9.9	42	16.8
16 Years.....	12	8.	32	57.1	42	56.1	46	54.7	50	50.	59	51.7	73	50.	150	76.5	158	75.2	154	72.6	175	83.3	185	74.9	232	86.	206	79.	215	85.3	196	78.4
Total.....	20	43	74	84	99	114	146	198	210	212	210	212	210	212	210	212	210	212	210	212	210	212	247	261	268	282	296	293	282	250	250	

SUMNER HIGH SCHOOL—TABLE IV.
ATTENDED—DAYS.

	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.	1-20.	Total.	Not Absent.	Not Tardy.	Tardiness.	Re-admitted.	Total Enrolled.
1885	2	6	8	2	1	.....	.....	.....	.....	.....	.....	19	2	15	80	1	20
1886	4	14	14	4	3	.....	.....	.....	.....	.....	.....	37	30	163	4	43	.....
1887	4	12	24	14	4	3	1	.....	.....	.....	.....	62	6	60	131	8	74
1888	5	13	24	24	2	.....	.....	.....	.....	.....	.....	68	7	70	185	10	84
1889	3	16	36	16	15	4	6	2	.....	1	.....	73	12	76	192	12	99
1890	4	16	21	17	14	4	8	1	.....	.....	.....	81	8	82	181	14	114
1891	6	27	44	19	19	4	3	2	.....	.....	.....	126	9	112	292	16	146
1892	18	26	54	40	10	10	4	3	.....	4	.....	171	9	140	274	14	196
1893	30	40	50	42	20	10	5	2	.....	1	.....	202	32	150	280	20	210
1894	20	50	60	46	20	10	4	2	.....	.....	.....	212	20	90	238	21	212
1895	23	115	13	12	3	7	8	2	.....	5	6	203	26	92	240	22	210
1896	15	50	83	60	18	15	3	2	.....	.....	.....	246	20	31	358	21	247
1897	112	46	9	15	9	31	8	9	11	11	4	265	112	89	171	35	261
1898	35	108	24	10	9	13	23	7	6	13	13	241	50	96	313	96	268
1899	18	127	24	10	5	9	26	9	6	4	14	252	75	110	324	67	252
1900	.....	104	59	9	5	7	32	7	7	9	11	250	27	67	632	69	250

EVENING SCHOOLS.

During the winter months of the year 1899-1900, eight evening schools have been maintained in various parts of the city; of these schools, six were for white, and two for colored pupils.

The purpose of the evening schools is to receive such pupils between the ages of fourteen and twenty years as cannot avail themselves of day school instruction on account of the vocations which they follow. Young men and women who, through various circumstances, were deprived of an early education, or whose education is incomplete, and who feel the necessity of improvement, are offered, by the evening schools, an opportunity to obtain instruction in the common branches at the hands of some of the best and most skillful instructors in the city schools. It is customary to appoint for the evening schools exceptionally strong and efficient teachers.

The evening schools during last winter were attended by 2410 pupils. The ages of the pupils are, on an average, from fourteen to seventeen. The number of girls attending the evening schools is comparatively small.

TABLE 10.
SHOWING ATTENDANCE OF PUPILS IN THE EVENING SCHOOLS,
1899-1900.

NAME OF SCHOOL.	Attending 60 Nights.							Average Number Belonging.	Average Nightly Attendance.	Per Cent of Attendance.	Av. Number of Pupils Belonging to each Teacher.	Average Number of Teachers.
	50-60.	40-50.	30-40.	20-30.	10-20.	Less than 10.	Total.					
O'Fallon Polytechnic Institute	10	75	73	50	47	51	55	361	239	199	83	8
Carr Lane	3	90	36	41	52	32	26	280	228	193	85	7
Carroll	19	120	74	46	68	40	22	389	295	252	85	9
Irving	7	39	42	24	45	48	102	307	160	126	78	7
Lyon	7	65	47	37	30	39	57	282	183	146	80	6
Webster	39	62	63	52	84	72	140	512	305	243	80	12
Dumas (colored)	19	12	23	14	23	24	42	157	81	69	85	2
L'Ouverture (colored)	3	39	18	14	10	12	26	122	74	62	84	2
Total	107	502	376	278	359	318	470	2410	1565	1290	82	53

TABLE 11.

EVENING SCHOOLS.—COMPARATIVE STATISTICS.

YEARS.	No. of Schools.	No. of Teachers.	No. of Pupils Enrolled.			Average Number Belonging.	Average Number Attending.	Per cent Attendance.	Av. Number Belonging to each Teacher.	Entire Cost of Evening Schools.	Av. Cost per Pupil.	Average Age.
			Boys.	Girls.	Total.							
1859-60	5	14	777	84	861	536	460	85	39	\$2,041 00	\$3 80	18
1860-61	5	17	1,027	122	1,149	618	556	89	36	2,621 00	4 24	18
1862-63	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863-64	5	18	869	152	1,021	514	431	79	28	2,220 00	3 57	16
1864-65	6	23	1,177	294	1,471	781	683	86	34	3,610 00	4 62	15
1865-66	8	32	1,372	300	1,672	861	751	86	25	5,450 00	6 56	16
1866-67	8	30	1,364	189	1,553	887	773	87	28	5,500 00	6 20	16
1867-68	12	43	1,936	198	2,134	1,191	1,075	90	28	7,621 00	6 40	17
1868-69	12	46	2,324	204	2,528	1,402	1,259	90	30	8,713 25	6 21	17
1869-70	11	42	2,253	211	2,464	1,247	1,081	87	30	8,450 96	6 77	16
1870-71	16	63	2,908	707	3,615	2,055	1,773	86	33	11,696 95	5 69	17
1871-72	17	80	3,425	712	4,137	2,290	1,996	87	29	15,718 30	6 86	16
1872-73	17	81	3,417	554	3,971	2,016	1,711	85	25	14,413 90	7 15	16
1873-74	22	110	4,867	710	5,577	3,126	2,662	85	28	17,983 05	5 75	16
1874-75	21	115	4,999	752	5,751	3,070	2,644	86	27	19,841 07	6 46	16
1875-76	24	117	4,623	650	5,273	2,817	2,368	84	24	19,189 48	6 81	16
1876-77	24	118	4,525	715	5,240	2,844	2,421	85	24	19,688 70	6 92	16
1877-78	34	140	5,464	953	6,417	3,620	3,005	85	26	24,337 64	6 72	16
1878-79	41	146	5,378	908	6,286	3,509	2,990	85	26	25,811 99	7 35	16
1879-80	29	91	4,008	531	4,539	2,575	2,128	83	31	17,985 53	6 98	16
1880-81	11	40	2,142	242	2,384	1,333	1,049	79	33	7,763 27	5 82	17
1881-82	16	51	2,975	325	3,300	1,981	1,655	84	41	10,239 52	5 17	18
1882-83	22	70	3,541	546	4,087	2,528	2,060	81	38	13,590 75	5 45	18
1883-84	25	69	2,907	332	3,239	2,058	1,684	82	32	13,386 13	6 50	16
1884-85	28	76	3,226	443	3,669	2,303	1,908	83	30	14,620 50	6 35	16
1885-86	32	83	3,308	416	3,724	2,410	1,940	81	31	16,146 27	6 70	16
1886-87	8	40	1,470	152	1,622	1,118	949	85	31	8,813 05	7 87	16
1887-88	8	41	1,668	144	1,812	1,213	1,042	86	33	8,021 60	6 61	16
1888-89	8	45	1,952	234	2,186	1,402	1,140	82	34	8,558 50	6 10	16
1889-90	12	55	2,525	264	2,789	1,615	1,271	79	32	11,621 08	7 29	16
1890-91	18	82	3,501	418	3,919	2,385	1,886	79	33	16,688 12	7 00	16
1891-92	18	86	3,417	480	3,897	2,278	1,797	79	29	17,027 79	7 87	16
1892-93	8	56	1,760	250	2,010	1,326	1,101	83	26	8,915 88	6 70	16
1893-94	8	55	1,908	259	2,167	1,580	1,320	84	32	9,186 82	5 81	16
1894-95	8	56	1,902	318	2,220	1,450	1,194	82	29	9,057 01	6 25	16
1895-96	8	56	1,997	305	2,302	1,522	1,218	80	30	9,172 52	6 03	16
1896-97	8	56	1,804	330	2,140	1,494	1,234	84	30	9,072 22	6 07	16
1897-98	8	56	1,789	376	2,165	1,380	1,109	80	28	8,881 92	6 43	16
1898-99	8	58	2,083	357	2,440	1,586	1,273	80	31	9,197 35	5 80	16
1899-00	8	59	2,007	403	2,410	1,565	1,290	82	30	9,273 76	5 93	16

TABLE 12.

AGES OF PUPILS IN THE EVENING SCHOOLS, 1899-1900.

NAMES OF SCHOOLS.	12 Years Old.	13 Years Old.	14 Years Old.	15 Years Old.	16 Years Old.	17 Years Old.	18 Years Old.	19 Years Old.	20 Years Old.	Total.
O'Fallon Polytechnic Institute..... (Located in the Franklin school; higher course.)	6	15	42	62	83	59	43	51	....	361
Carr Lane (elementary course).....	25	31	51	48	49	34	15	9	18	280
Carroll " "	28	65	89	80	56	27	9	7	28	389
Irving " "	15	25	67	78	59	36	13	2	12	307
Lyon " "	16	38	67	62	46	22	14	7	10	282
Webster " "	7	46	83	97	91	72	50	43	23	512
Dumas (colored)	3	5	2	1	5	7	3	6	125	157
L'Ouverture (colored).....	....	1	10	8	12	18	14	17	42	122
Total	100	226	411	436	401	275	161	142	258	2410

The vocations most largely represented among the pupils of the evening schools were as follows:

Laborers	136
Factory and foundry boys.....	261
Cash boys.....	20
Errand boys	74
Office boys.....	102
Clerks	240

It will be seen from the subjoined list that the evening schools answer a very good purpose, and that the benefit of this instruction extends to a wide field of occupations and callings.

TABLE 13.
OCCUPATION OF PUPILS IN THE EVENING SCHOOLS, 1899-1900.

MALES.			
Apprentices	21	Ironworkers	7
Bakers	9	Jewelers	6
Barbers	5	Laborers	136
Barkeepers	8	Machinists	25
Basketmakers	9	Manufacturers	85
Blacksmiths	3	Masons	12
Bookbinders	2	Mechanics	71
Boxmakers	5	Millers	1
Bricklayers	3	Moulders	5
Brushmakers	4	Newscarriers	5
Butchers	20	Office boys	102
Cabinetmakers	6	Painters	21
Candymakers	3	Photographers	2
Carpenters	22	Plasterers	...
Carriagemakers	4	Plumbers	6
Cash boys.....	20	Porters	18
Cigarmakers	15	Printers	25
Clerks	240	Saddlers	2
Dentists	1	Shoemakers	35
Druggists	5	Store boys	90
Engineers	3	Tailors	13
Engravers	12	Teamsters	15
Errand boys	74	Tinners	14
Factory boys	251	Tobacconists	12
Finishers	...	Trunkmakers	1
Foundry boys	10	Walters	2
Gasfitters.....	3	Whiteners	...
German schools	10	Miscellaneous	329
Glassworkers	1	No occupation	179
Grocers	13		
Hucksters	6	Total	2007
FEMALES.			
Dressmakers	31	Seamstresses	23
House girls	32	Miscellaneous	237
Laundresses	18	No occupation	13
Milliners	9		
Nurses	7	Total	403
Saleswomen	33		
Total males			2007
Total females			403
Total			2410

TABLE 14.

EXPENDITURES FOR THE EVENING SCHOOLS FOR THE SCHOLASTIC YEAR, 1899-1900.

SCHOOLS.	Teachers' Salaries.	Janitors' Salaries.	Supplies.	Light.	Total.
O'Fallon Polytechnic.....	\$1,285.50	\$ 90.00	\$ 4.17	\$ 95.00	\$1,474.67
Carr Lane	1,148.25	80.00	2.77	52.00	1,283.02
Carroll	1,410.75	90.00	2.44	89.00	1,592.19
Irving	1,151.50	70.00	2.42	45.00	1,268.92
Lyon	1,008.80	75.00	.40	30.00	1,114.20
Webster	1,827.75	120.00	11.60	25.00	1,984.35
Dumas	225.00	20.00	1.70	25.00	271.70
L'Ouverture	225.00	20.00	.71	39.00	284.71
Total	\$8,282.56	\$565.00	\$26.21	\$400.00	\$9,273.76

For the year 1900-1901, a reorganization of the whole work of the evening schools is planned. At present instruction is largely ungraded. Each pupil in a room forms, to a certain extent, a class by himself. In consequence, much of the time is spent on written work so that the teacher may help individuals or small classes of pupils. While there is some instruction in reading, it is hardly systematic enough for the purpose of giving thorough training in the English language. The studies on which, as a matter of course, most stress is laid are arithmetic, with the elements of bookkeeping, composition and penmanship.

The changes which are contemplated for the winter of 1900-1901, are to grade the course of instruction in order to make a better classification of the students of the evening schools possible. Three grades—the grade of beginners, middle grade, and the grade preparing for the evening high school—would seem the simplest classification for this purpose. This course of at least three years should be followed by a course of training in the evening high school, which again should be subdivided into two years' work. The course of study in accordance with this plan would be as follows:

COMMON EVENING SCHOOL GRADES.

ELEMENTARY GRADE.

(Corresponding to the four lower grades of the District School course.)

ENGLISH LANGUAGE.	ARITHMETIC.	GENERAL INFORMATION.
(Reading, Writing, Orthography) three lessons of forty minutes each per week, to be divided between composition (15 minutes) and oral work (25 minutes). <i>Reading:</i> Third or Fourth Reader of the Stepping Stones to Literature Series. Recitation of selections that have been read. Dictation exercises and spelling in connection with the reading lesson. Easy Compositions and Letters. Grammatical Instruction. The teacher uses Reed's Introductory Language Work, pages 1 to 133.	Reference Book for the Teacher: Essentials of Arithmetic, Part I, pages 1 to 86. The four processes—weights and measures. "Making change." Notation and numeration.	<i>Geography:</i> Three lessons per week of twenty minutes each. Tarr & McMurtry's Geography, Part I, pages 137 to 253. North America, The United States, Canada, Mexico, South America, Europe, Asia, Africa, Australia. <i>U. S. History:</i> Three lessons per week of twenty minutes each. Eggleston's First Book. In American History, pages 1 to 102. Columbus, the Cabots, Henry Hudson, Miles Standish, the Indians, Penn, Franklin. (Other books on history are used for topical reading.)

INTERMEDIATE GRADE.

(Corresponding to the Fifth and Sixth Grades of the District School course.)

ENGLISH LANGUAGE.	ARITHMETIC.	GENERAL INFORMATION.
Three lessons of forty minutes each per week to be divided between composition (15 minutes) and oral work (25 minutes). <i>Reading:</i> Sixth Reader of the Stepping Stones to Literature Series. Recitation of some of the selections that have been read. Dictation exercises and spelling in connection with the reading lesson. Easy Compositions and Letters. Grammatical Instruction. The teacher uses Reed's Introductory Language Work, pages 133 to 253. Writing of business forms, letters, bills, notes, etc.	Reference Book for the Teacher: Essentials of Arithmetic, Part I, pages 86 to 143. Parts of numbers, fractional length. Measures—surface measures. Area of Rectangles. Measuring Rectangular solids. Bills. Dimes, cents, mills. Account. Balancing a Cash Account. Addition, subtraction, multiplication and division of fractions.	<i>Geography:</i> Three lessons per week of twenty minutes each. Tarr & McMurtry's Geography, Book I, pages 1 to 137. Soil, Mountains and Valleys, Rivers, etc. The Ocean; Air. Industry and Commerce. Government. week <i>U. S. History:</i> Three lessons per week of twenty minutes each. Eggleston's First Book in American History, pp. 102 to 196. Washington, Jefferson, Fulton and the Steamboat. Harrison, Lincoln, Morse and the Telegraph. Lincoln. The Civil War. Growth of the United States. (Other books in history are used for topical reading.)

GRAMMAR GRADE.

(Corresponding to the Seventh and Eighth Grades of the District School course.)

ENGLISH LANGUAGE.	ARITHMETIC.	GENERAL INFORMATION.
Two lessons of forty minutes each per week, to be divided between composition (15 minutes) and oral work (25 minutes). Eighth Reader of the Stepping Stones to Literature Series. Recitation of some of the selections that have been read. Dictation exercises and spelling in connection with the reading lesson. Compositions and Letter Writing. Grammatical Instruction. Review of the Grammatical Work of the Elementary and Middle Grades. The teacher uses Reed's Introductory Language Work, pages 133 to 249.	Reference Book: Essentials of Arithmetic, Part I, pages 13 to 187. Classes sufficiently advanced may begin the topics of Essentials, Part II. Decimal Fractions, Measurement of lumber. Accounts, Percentage, Interest. Receipts and checks.	The Government of the United States. One lesson of forty minutes per week. Civil F. Dole's "The Young Citizen." Things that belong to the People. What each citizen can do for this city. Conditions and obligations of citizenship. The Laws of the Land. The Police; Courts. Public Servants. Mayor and City Council. Voting Money and Taxes. City Improvement. The State. Governor. President. Army and Navy. The Flag.

EVENING HIGH SCHOOL COURSE OF STUDY.

FIRST YEAR.....	Algebra.	Physics.	English Language, Literature or History of the World.
SECOND YEAR.... (To be established in 1901).	Geometry.	Chemistry.	English Language, Literature or History of the World.

With this reorganization in regard to grading, another step ought to be taken. Books for reading should be liberally supplied, and the subjects of geography, history of the United States, and the duties of citizenship, should be taken into the course of evening instruction. For young men who will soon be voters no special defect of early school instruction is more regrettable, and none calls more emphatically for a remedy, than ignorance of the history of their own country and of the civic institutions in the midst of which they are to live, and which will depend for support upon their votes.

In regard to the method by which such instruction should be imparted, the following consideration seems self-evident.

The conditions of the evening schools make the assignment of lessons for home study not feasible. Whatever work the students are to do in regard to history or civics, or geography, must be done through reading. The lessons must be read, discussed and assimilated within the time given to school instruction. A liberal supply of books in these subjects, that are attractive, easy to understand, and of literary excellence, is one of the conditions for improvement in the evening school service.

The number of cases of tardiness in the evening schools is very great. It always has been considerable, but it was customary not to record cases of unavoidable tardiness. The pupils of the evening schools are engaged in business and the closing hours of stores and factories vary, and the most punctual pupil cannot always report to the evening school on time. It seemed better, however, to record every case of tardiness, no matter whether excusable or not, so as to show clearly the difficulty with which the evening schools have to contend. The school hours are



HORACE MANN SCHOOL, OAK HILL AVENUE AND JUNIATA STREET.

from 7 to 9, on Monday, Wednesday and Friday. It will perhaps be better to change the hours to 7:30 and 9:30. If the latter hour is too late, then there ought to be four sessions per week, of one and one-half hours each.

PUBLIC DAY SCHOOL FOR THE DEAF.

The Board of Education have maintained, for over thirty years, a public day school for the deaf. The maintenance of this school has been a great benefit to an unfortunate class of our population, for whom special educational provision must be made.

The day school for the deaf is located in the Jefferson School building, on Ninth and Wash Streets, which is in the heart of the city, and easily reached by street cars from every direction. It is desirable to have the deaf school located in one of the large public school buildings, so that deaf pupils may be thrown into constant companionship with other children. Such arrangement represents, in a measure, the conditions of actual life where the deaf in their vocations mingle with others.

The instructions given in the day school for the deaf children has been uniformly excellent in character, and has answered every reasonable expectation. Children are received when they are old enough to go to school, and can continue in it not only through the grammar grades, but through a high school course; the teachers being qualified to prepare children for college; almost every year of late a number of students of the school for the deaf have gone to leading colleges. It is a matter of common experience that the deaf can be taught to speak, and are taught to speak in every special school for them. In most cases they are mute because they are deaf. In the instruction of deaf people the question has been raised again and again which

method is best for their instruction—the so-called oral method, or the sign language method. In our public day school for the deaf, as well as in many similar institutions, both are taught, the sign method and the oral method.

The following report of the principal is of great interest, and discusses more fully the merits of the two methods.

The number of children enrolled in the deaf mute school during the past year was 43, of whom 29 were boys, and 14 were girls.

REPORT OF HEAD ASSISTANT.

Mr. F. Louis Soldan, Superintendent:

Dear Sir:—I submit herewith the twenty-first annual report of the School for the Deaf. Forty-three pupils of all school ages and grades, fourteen girls and twenty-nine boys, were enrolled during the scholastic year 1899-1900, covered by this report. Up to the beginning of the local street railway strike, early in May, the average daily attendance was the best on record. In January, it became necessary to have the assistance of an additional teacher, and Miss Clara L. Steidemann, a High and Normal school graduate, was appointed. Miss Steidemann was particularly well qualified to take up this special line of work and results have since justified the wisdom of her appointment.

Two of our pupils completed the course of study in June, and successfully sustained the examinations for admission to Gallaudet College for the Deaf, at Washington, D. C. It was not until five years ago that our school was represented among the undergraduates at Gallaudet. Since then eight of our graduates have entered, which is a large proportion considering the number of pupils we have had.

The text books used have always been carefully selected with special reference to the needs of deaf pupils. Everything is

made subservient to the acquisition on the part of our pupils of a good command of idiomatic English. Each recitation, in whatever grade or study, is in itself a language exercise. The following is an outline of our course of study and the text books used.

COURSE OF STUDY.

Language: Names of objects and actions; action and picture writing; story reproduction from memory and in original sentences; journal composition and letter writing and phrase illustration. The books used were Latham's First Lessons, Fuller's Primer, Sweet's English, Arnold's Stepping Stones, Sheldon's, Long's and De Garbo's Language Lessons; Harvey's Grammar, Kwong's Dictionary of English Phrases—a most useful book for the deaf, no longer obtainable in the United States—Collar and Daniell's First Latin Book.

Mathematics: Grades I and II of Prince's Arithmetic, Hall's Arithmetic Reader, White's Two Years with Numbers, Belfield-Brooks' Rational Elementary Arithmetic; Wentworth's Grammar School Arithmetic and Algebra.

History: Davis' Stories of the United States, Montgomery's Beginners' American History; Guerber's Great Republic, Fiske's United States History, Higginson and Channing's English History.

Geography: Elementary and Advanced, by Redway and Hinman; map drawing, use of the globe, wall and relief maps.

Science: Davis' Nature Stories for Youngest Readers, Stowell's Primer of Health, Brown's The House I Live In, Baldwin's Human Physiology, Houston's Physical Geography, Well's Natural Philosophy.

Reading: Adventures of Ulysses, Tales from Scottish History, Biographical and Other Stories, Swiss Family Robinson, King Robert of Sicily.

Ethics: Short talks on manners and morals four times a week.

Pennmanship: Two lessons a week.

Physical Culture: Daily exercise.

Articulation: Daily drills in speech, and speech reading by thirty-three of the forty-three pupils enrolled.

Every encouragement is given our pupils to acquire the reading habit. This is difficult owing to the many obstacles with which deaf children must contend in learning a written language.

Use has been made of the books in the Public Library. Many of the institutions for the deaf in the United States and Canada publish school papers containing selected and adapted reading matter for their pupils. Most of these papers are kindly donated to our school,—a courtesy which is highly appreciated. They are kept on file in our school room and the more valuable ones, especially those containing children's pages, are preserved for future use. These papers are much read by our pupils with beneficial results.

The school now contains the nucleus of a working museum of common things to which donations are being made from time to time. It has already proved to be a useful means of increasing the knowledge and vocabulary of our pupils at an earlier stage of their education.

LOCATION OF SCHOOL.

The most urgent need of our school, and one of long standing, is separate class rooms for each teacher. Under the present arrangement all grades and their teachers work together in the same room in full view of each other. This is very distracting. In teaching the deaf, everything appeals to the eye. The deaf are very observing and the temptation for our pupils to become interested in what is being done in grades and by teachers other than their own is often irresistible. Separate class rooms would remedy this tendency and encourage greater freedom of action and make better results possible.

Another urgent need of the school is a better location. It was originally given a home in the Jefferson building on account of its nearness to a point that may be reached from all parts of the city for a single carfare. With the consolidation of the various street railways a year ago, and the general extension of the transfer system, the necessity for continuing the school in its present location ceased to exist. A large majority of our pupils use the street cars. It would be no more difficult or expensive for them to go to another part of the city. The downtown

streets over which they must now pass are crowded, and the crossings are dangerous. Parents have frequently objected to sending their deaf children to our school, and still others have withdrawn theirs, all because of the present location of the school. I accordingly recommend that the school be transferred to the Compton Hill district near Grand avenue—a very desirable location and easily accessible from all parts of the city for a single carfare.

METHODS.

The method of teaching which has obtained in our school for the past nine years is known to the profession as the "Combined System,"—a judicious combination of all approved methods of deaf mute instruction. The following resolution, adopted unanimously, by the National Association of the Deaf, at St. Paul, in July, 1899, voices the sentiment of the educated deaf generally as regards the method of instruction that should be used in the education of the deaf:

"This convention heartily endorses the Combined System as best adapted to secure the proper education of the deaf of all degrees of mental capacity, and therefore any effort to make any one method, whether oral or manual, the sole means of instruction is unequivocally condemned." An "International Congress for the Study of Questions of Education and Assistance of the Deaf" met at Paris in August, 1900. The Hearing Section numbered more than a hundred members and the Deaf Section more than two hundred. The members of the Hearing Section from the United States, Germany, Switzerland, Sweden, and Denmark, and all the members of the Deaf Section were of the opinion that the instruction of deaf children should not be limited to the rigorous application of a single method, but that the method should be chosen according to the aptitude of the pupil, and that all means should be employed which can contribute to the best intellectual and moral development of the individual. At this Congress, President Gallaudet, of Gallaudet

College, the highest authority in matters pertaining to the education of the deaf, read a paper entitled: "What is Speech Worth to the Deaf?" The conclusion of the exhaustive and impartial testimony which he brought forth was that for twenty-two per cent of the deaf, speech is worth what it costs; that for fifteen per cent it is of no use at all; that for the remainder its value is by no means as great as is claimed for it by the advocates of the pure oral method; and that for the best development of all the deaf a combined system should be employed. The other important paper which came before the Congress was that of Mr. Heidsiek, Germany's foremost educator of the Deaf, entitled: "To What Experiences has the Pure Oral Method Led?" He summed up his conclusions in the following sentences:

"1. An experience of long years has proved that the pure oral method is applicable to deaf mutes not properly so called, namely, to those who possess some remains of hearing and speech.

"2. For real deaf mutes, on the contrary, especially those of feeble powers and moderate ability, the application of a combined system is desirable."

In the discussion of methods Mr. Forchhammer, of Denmark, maintained that there was a difference between different languages in respect to their adaptability to speech and speech-reading. He contended that of all European languages the English was the most difficult for speech and speech-reading as so many of the organs of speech, being inside the mouth and far back, are invisible.

I do not think that the English-speaking deaf will disagree with the statement made by the gentleman from Denmark. With a sincere appreciation of your interest in our school, I am

Yours very truly,

JAMES H. CLOUD.

DISTRICT SCHOOLS.

MANUAL TRAINING.

During the year 1899-1900 the Board of Education has maintained three manual training schools, two for white, and one for colored pupils. The manual training centers for the white pupils were located, north and south, in the Columbia and Hodgen Schools. In each of these buildings two rooms were set apart, one for instruction in joinery and carpentry, for boys, the other for instruction in domestic science, including sewing and cooking, for girls. The schools located near these two centers and having seventh and eighth grade classes, sent these classes once a week, to the domestic science and manual training rooms. Each class, on an average, numbers from twenty to twenty-five children.

The colored schools sent the boys for manual training lessons to the L'Ouverture School building, and the girls for domestic science lessons to the Sumner High School. It is contemplated to locate both rooms in the Sumner High School in the future.

The following statement shows the enrollment and attendance at the manual training and domestic science rooms during the year 1899-1900:

TABLE 15.

ENROLLMENT AND ATTENDANCE AT MANUAL TRAINING AND DOMESTIC SCIENCE ROOMS, 1899-1900.

LOCATION OF ROOMS.	SCHOOLS.	Manual Training.					Domestic Science.				
		No. Enrolled.	Average Daily Attendance.	Per cent of Attendance.	No. of Cases of Tardiness.	No. of Cases of Absence.	No. Enrolled.	Average Daily Attendance.	Per cent of Attendance.	No. of Cases of Tardiness.	No. of Cases of Absence.
COLUMBIA.	Blair	57	50	88	13	118	64	60	94	15	132
	Columbia	66	59	90	26	168	82	78	95	13	159
	Crow	50	41	82	7	208	77	69	90	24	290
	Divoll	67	59	88	101	183	79	71	90	142	292
	Irving	48	41	85	2	207	41	37	90	6	141
	Penrose	7	6	46	7	15	9	*8	90	7	19
	Total	295	256	87	156	899	352	323	92	207	1033
HODGEN.	Charless	45	44	98	23	50	52	49	94	5	102
	Clinton	24	23	96	9	32	51	46	90	11	105
	Garfield	39	35	90	7	117	51	44	86	2	217
	Hodgen	98	95	97	11	99	136	130	96	...	196
	Peabody	41	40	98	21	51	59	55	93	12	159
	Total	247	237	96	71	349	349	324	93	30	779
L'OUVERTURE, MANUAL TRAINING AND SUMNER HIGH DOMESTIC SCIENCE ROOMS.	Sumner High.....	42	38	90	103	99	158	143	91	224	397
	Attucks	6	*5	97	7	23	11	10	91	2	31
	Banneker	3	2	67	...	33	20	17	85	6	58
	Delany	14	11	79	...	88	20	17	85	6	79
	Dessalines	...	...	...	...	...	*3	3	96	...	2
	Dumas	8	7	88	...	29	*9	8	87	6	41
	L'Ouverture	10	9	90	10	24	37	34	92	14	86
	Simmons	7	*6	90	...	28	13	11	85	4	58
	Wheatley	*13	13	98	...	19	7	*6	88	1	20
	Total	103	91	88	120	343	278	249	90	263	772
Grand Total...		645	584	91	347	1591	979	896	92	500	2584

The manual training course for boys provides systematic instruction in mechanical drawing and wood work; it teaches the boy to work from a drawing, and, on the other hand, to plan and draw the piece of work which he intends to make. The educational purpose of manual training as a branch of district school instruction, is not by any means to train mechanics, cabinet makers, or carpenters. No study that is taught for the benefit of a special kind of occupation, can rightly hold a place in the public-school curriculum. Only such kinds of instruction should be embodied in the district school course as

are profitable to every child, no matter what his future occupation or life vocation will be. The true educational purpose of manual training is to cultivate the eye and hand in connection with mental training. In all the activities of human life, no matter what they are, the close co-operation of mind, eye and hand in work, and their delicate adjustment to each other, are indispensable conditions. This co-operation is developed and raised to higher power through the manual training lessons in the public schools.

Reading, writing and arithmetic, which are justly considered the basis and first necessities of all school work, furnish to some extent, but one-sided training for the faculties of the child. There is no motor activity, no muscular effort or labor, in the ordinary sense of the word, connected with them. One of the most obvious differences between the work of life and the work of school is that the former lays under contribution the whole human organization of the individual—mind, hand, eye, and every physical and mental energy; while school work most frequently taxes the mental energies alone. In all the activities of human life the current of energy flows outward; from the planning mind to the executing hand. It involves intelligence, purpose, will and action. It is productive and creative. In most of the activities of the school, the current of energy flows in a measure inward; it consists in the receiving of knowledge from without and storing it within. It is receptive, absorbing and assimilating. It involves attention, thought, and external passivity. The fullness of human activity lies in the combination of the two processes. School work which accentuates largely the receptive side of human nature, needs the complement of active work.

To the necessarily one-sided character of all school work, manual training is a complement which education cannot ignore. Prof. C. M. Woodward, the originator of the idea of manual training as a branch of secondary school instruction in this country, referring to this one-sidedness of all purely literary

education, has said, "Send the whole boy to school," meaning thereby that in manual training every energy of the boy, and not merely his intellectual power, is trained.

The highest gift which can be bestowed upon any individual child is ability in intelligent labor. In this respect the cause of public education has certainly been advanced by the introduction of domestic science and shop work in the common schools. The boy learns to subdue the resistance of the material in which he works to the plan which his mind has formed, and which his will, through eye and hand, executes. He learns to work according to a plan which he himself has invented and drawn. He learns to work in obedience to the idea which he has seized and fixed in his drawing, and makes his material conform in size and measure and form to his ideas. Here is a form of education which makes the boy a creative and productive intelligent worker. Accuracy, precision and perseverance are developed; good taste is cultivated, and respect and taste for manual labor and skill are engendered. He learns through his own efforts to respect the work of human hands.

In the domestic science rooms for girls, systematic instruction in sewing, patching, darning, and the most common kinds of needle-work, is imparted. Instruction in cooking alternates semi-annually with sewing. In the lessons in cooking the practical every-day work forms a relatively small part. The chief aim is by no means to teach practical cookery; this is only one of the several purposes of the study. The chief aim is intelligent instruction in all household duties. The sanitation of the household, the elementary facts of the chemistry and physiology of common foods, household economy, the diet for the well and the sick, belong to the scope of the lessons. Incidentally the children gain experience in the best ways of selecting and purchasing food, how to serve it, and how to set a table.

There can be no better kind of instruction for girls than is imparted in the domestic science rooms. Their maintenance

tends to invest household duties with new dignity in the eyes of every thoughtful girl.

Sewing is taught more systematically than can be done by the incidental instruction which the child's home furnishes. The aim is not to train seamstresses, or merely to give skill in the use of the needle—these objects the home, unaided, could accomplish—but the purpose of domestic science is to use the daily occupations in the life of the girl as a means for imparting important educational lessons. In this work, as in all other manual training, the educational side predominates. The mental qualities of exactness, industry and good taste in regard to shape, fitness, color and other aesthetic elements are important educational achievements.

The work of the manual training centres has been inspected frequently by members of the Board of Education and many citizens, and its success and the good educational influence it has had on the boys and girls, were evident. At the meeting of the Board of Education, June 12th, a unanimous report of the Joint Committees on Instruction and Finance was adopted, recommending the opening of three new manual training centers in addition to those opened in the past, so that the southern, eastern and western parts of the city should have the benefit of such instruction. The total cost of the new rooms, including both first cost and a year's maintenance, was estimated at about \$9,150.00. The total cost of manual training for the year 1900-1901 for both the old and the newly established rooms, will approximately be somewhat less than \$15,000.00. The report of the Committee, in recommending this additional provision, made the following statement:

“Your Joint Committee is unanimous in considering manual training in the public schools of St. Louis of the greatest educational value and they believe that manual instruction tends to keep a larger number of children in school until they have finished all the grades. Manual training constitutes a kind of education which is of the greatest interest and importance to the children of our community.”

At the close of the year a building originally erected for private school purposes, and located on Eads and Texas Avenues, was purchased by the Board of Education, and the two manual training rooms heretofore located in the Hodgen School Building were transferred to the same. The Hodgen School had become crowded to such an extent that it needed the two rooms for school purposes.

A slight disadvantage attending the instruction in manual training, in centers located in various schools, is the necessity for the children of the surrounding schools to travel some distance for their lessons. In inclement weather this is an inconvenience. At some future time, when the number of children in the seventh and eighth grades has increased and additional manual training centers will be needed, a plan should be considered by which the manual training centers will be used for the classes in cooking and carpentry only; while the lessons in sewing will be imparted in each school, instead of in a few manual training centers. Possibly, the services of some kindergarten teachers who are experienced in needle work, and possess at the same time, the requisite educational skill, could be put in charge of these lessons, and the kindergarten room be used for this purpose in the afternoon when no kindergarten lessons are given.

DRAWING.

While manual training proper, in the sense of lessons in wood work, cooking and sewing, is limited to pupils of the seventh and eighth grades, other forms of manual training are embodied in the lower grades of the district school course. The kindergarten imparts much manual training; the intelligent cultivation of little hands and eyes is one of its chief elements. The child learns to use his hands in his lessons, with building blocks, in laying sticks, in weaving strips of colored paper into tastily colored mats, and in a variety of other occupations. In the primary grades the handling of counters, sticks, blocks and tables, in

illustrating arithmetic, is another element of manual training. Drawing, however, is the form of manual training which is taught in all the grades. It is a form of manual training which is of the highest educational and artistic value.

Drawing, as taught in the public schools, is not an accomplishment, such as playing the piano. Its aim is not to educate artists. It has in view such education of the child as will fit him better for the every-day activities of life. If drawing were simply an accomplishment, or if it were taught for the purpose of training artists, it would not rightly have a place in a system of public education. The ability to use one's hands deftly, to have them well under the control of the mind and eye, is a practical educational acquirement which is useful to every worker from the day laborer to the clerk in the store and the mechanic in the factory. A sense of direction, size, proportion, and fitness, are helpful mechanical acquisitions for everybody. These desirable qualities of eye and judgment are directly cultivated by the lessons in drawing. Girls and boys are alike benefited by it. For the former, the work in color and form, which makes an impression on the mind while it is young and impressionable, means more tastily arranged and attractive homes, more neatness in household work and appointments. Such training is a distinct element of strength in the growth of a community. For the boy, instruction in drawing—to mention only the more obvious and external advantages—carries with it the inculcation of ideas concerning cleanliness in handling things, a sense of order and fitness which are of both practical and educational importance.

Drawing, as a kind of manual training, leads to that ability to adjust the eye and hand to the dictates of mind and will, and enable these important factors of all human activity to work harmoniously together. The child gains control of his fingers and his hands when they have learned habitually to move in accordance with his idea. It is a help to perception and memory alike. When the child draws an object he is required to look at

it more distinctly, to scrutinize it more fully; he becomes more clearly conscious of every part and its relation; by drawing a child learns to see.

Early instruction in drawing and form is of the greatest importance to those boys who are to follow any mechanical occupation. The economic position of the United States has changed very much; from an agricultural beginning, it has developed into a great commercial and manufacturing nation, which is seizing the markets of the world. The great cities are largely industrial communities. To form the taste, and to train the eyes and hands of children who are, in great numbers, to enter some industrial occupation, is of the greatest importance. Provision for a good industrial education of the young has given to nations and to cities at all times, the lead in the industrial markets. It is easier to make skilled mechanics of boys who have learned to draw than of those without such training. The mechanic's ability to read a drawing, or to make a drawing, is called into play much more frequently than his ability to write or read a description of the piece of work which he is to undertake. Drawing adds a means of expression, which, for certain kind of ideas, is more appropriate than language.

The time given to drawing in the public schools of St. Louis is three lessons of from twenty to thirty minutes each per week.

The following report of the Supervisor of Drawing, Mrs. Matilda E. Riley, contains information of the improvement made in this study during the last year:

Mr. F. Louis Soldan, Superintendent of Instruction:

Dear Sir:—There is no study that more willingly lends itself to the assistance of teaching other branches than drawing, while for the development of the mind and soul of the child, it deserves of itself a place.

During the past year the instruction in drawing has been under the three divisions as formerly, Construction, Decoration and Representation.

It has been the desire to harmonize the work in drawing with that in other branches that has led to consultations with the superintendent and with the heads of the several departments, in order that there may be unity in the various departments of public instruction.

The work in construction is to help those pupils that enter the manual training classes, as well as to develop the minds of all the pupils. Nature study, as pursued under the direction of all departments, requires the aid of drawing, and should therefore be made incidentally the means of cultivating the hand as well as the mind. The study of Decoration as suggested by the Department of Drawing and as illustrated by the tinting and decoration of our school buildings, requires that the selection of pictures and illustrations, by which teachers adorn the walls of the schoolrooms, should be made carefully, and be examples of good taste to the children. The pictures on our schoolroom walls and in our corridors must not violate good taste. Since good reproductions of excellent works of art, both in color and in black and white, are to be had for very little, it would seem as if the time has come for the banishment of advertising cards and prints of no artistic merit whatever.

The environment of the child has considerable influence on his education. Our teachers are doing much, at their own expense, for the decoration of their school rooms, making them look homelike and pleasant. They should always remember that a few things of real merit are worth many of no merit. There are many pictures, cuts from newspapers and magazines, and other materials of this character, that are invaluable in teaching, but which in their nature cannot and should not be used as ornaments to adorn permanently our school rooms. Such material should be used at the appropriate time, and then put out of sight until the next occasion for its use arises; but should not be hung up as a decoration.

In the report submitted last year the suggestion was made that an appropriation of \$1,000, for proper subjects for study,

"still life," would supply our schools with small collections of such objects. It is very gratifying that an appropriation although not quite reaching that amount was made, and that at present, every school in the city has a good collection of objects for study in drawing and color. The selection was made with considerable thought and care, and by enlisting the interest of the St. Louis merchants (of whom the greater part of the collections were bought), the money was made to go much further than it otherwise could have done. To know that our schools are now supplied as well as any in the country with good material to be used as studies in drawing and water color is a source of great comfort and pleasure. With added facilities for work improvement must surely result.

One of the plans inaugurated this year, by which to raise the standard of drawing throughout the city, is the collection from time to time of specimens of work, and an exhibit of the same in the Superintendent's office. These charts of work, representing all the grades selected from regular class exercises, enable teachers and pupils to see and study the best work done in our city. Pupils of each school became acquainted in the past with the work of their own room or school only; but by circulating specimens of the best work done throughout the city, a higher standard becomes fixed in the minds of teachers and children.

It is desirable not only to have our own schools compare their work with one another, but that they may see what schools of other cities are doing. For this purpose, a request has been made that the traveling exhibit of the work of many cities, sent out by the special committee of the Western Drawing Teachers' Association, spend a week in St. Louis in its turn. The traveling exhibit is an experiment, this year being the first of its existence; therefore its value is not yet determined, but it is hoped that it will prove very beneficial to all the cities receiving it. While selected work, necessarily what is shown in such exhibits, cannot be taken as typical of whole classes, it is helpful to see the best that pupils have been able to do. It will prove an incentive to many to make greater efforts.

The classes for teachers that proved so beneficial last year are being continued. Such instructions in the actual doing of the work, and the work of the Society of Pedagogy along similar lines, as well as lectures illustrated by lantern slides, all increase the ability of our teachers to make art education not merely a name but a reality. Ours should be a nation that appreciates beauty, and the hope that through our public schools we may become indeed a beauty-loving people should spur us on to greater efforts.

Very respectfully,

MATILDA E. RILEY,
Supervisor of Drawing.

THE PARIS AWARD TO THE PUBLIC SCHOOLS.

The Educational Jury of the Paris Exposition, composed of the most eminent educators of France and other European States, Mr. F. Buisson, the famous French writer on education, being one of them, awarded one of the five grand prizes to the Board of Education of the City of St. Louis, for their exhibit of pupils' work in the elementary and secondary grades, and also for the features of school organization displayed pictorially in the two hundred photographs exhibited in two large albums. The following letter informed the Board of the award:

UNITED STATES COMMISSION TO THE PARIS EXPOSITION OF 1900. }
DEPARTMENT OF EDUCATION AND SOCIAL ECONOMY. }

20, AVENUE RAPP,
PARIS, FRANCE, Oct. 20, 1900.

Superintendent of Schools, St. Louis, Mo.:

Dear Sir: I hereby notify you that the revision of the awards granted by the International Class and Group Juries of the Paris Exposition of 1900 is completed by the Superior Jury, and the decisions now reached are final and official.

The exhibit of the Board of Education of St. Louis, Mo., in Class 1, Group 1, received a "Grand Prix;" in Class 2 a "Grand Prix."

Yours very respectfully, HOWARD J. ROGERS,
Director of Education and Social Economy.

Approved: FERDINAND W. PECK,
Commissioner General.

The St. Louis Public School exhibit had been prepared on the impulse of the moment, as it were. When the first invitation to send an exhibit to Paris was received, the Board of Education doubted whether they would be justified in appropriating any money for this purpose, and deferred action. After a year's time, just before the beginning of the exposition, the matter came up again, and, acting under the advice of the attorney, the Board appropriated a small amount of money—\$300.00—for the purpose.

The plan adopted to carry out the intentions of the Board was formulated at the same meeting, and included a pictorial synopsis of the whole management of the St. Louis Public Schools, and also a presentation of some of the chief difficulties which our city school system must constantly meet. Both the educational and building departments of the Board of Education contributed to this photographic synopsis. The first pages of the album of pictures were devoted to illustrations of the best school buildings in St. Louis. Views of the exterior and interior of the Sherman, Monroe, Jackson, and other new schools, were given. Other pages illustrated the improved heating and ventilating apparatus elaborated under the instructions of the Board and its officers within the last few years. Other pages showed the evolution of the public school building in the City and County of St. Louis, from very crude beginnings, sixty years ago, to the beautiful building of the present day. In the center of this page was placed the photograph of an old log school house used in 1845 as a County school near St. Louis, with unglazed openings in the walls serving for windows. In other pictures on that page, school buildings of St. Louis, built in the years 1850, 1860, 1870, 1880, 1890, and also the most recent building, were shown, giving an idea of the gradual growth and improvement in the construction and the sanitation of school houses. Other pages were devoted to a synopsis of the work of teaching, with features peculiar to St. Louis and other large American cities. Thus, on one page the various nation-

alities which the St. Louis Schools are training to American citizenship, were shown by representative groups of children. There were groups of children that are the descendants of Russian Jews, Arabians, Italians, Syrians and Bohemians, all of whom are found in our school enrollment; in some schools such nationalities predominate. The colored schools too were represented. Various departments of instruction were pictorially shown, such as teaching of the deaf mutes in the public day school, maintained for this purpose in St. Louis, and how they are taught to speak and read.

The High School had a prominent place in this collection of photographs. Its chemical and physical laboratories and art room and other rooms in which pupils are engaged in recitation or in gymnastic exercises were represented. The military company of the High School was shown at drill and the High School athletic room at Forest Park was not forgotten.

The characteristic feature of the St. Louis system, the kindergarten, was represented by a picture of the Divoll building, the first kindergarten building erected in the United States, and by seven large interior views showing children engaged in the various games and occupations of the kindergarten.

In short, the volume gave in pictorial form a bird's-eye view of many leading features of the St. Louis Public School system. Other volumes contained the work of the children in the primary department, in drawing and other studies, and also the kindergarten work.

The work of the educational exhibit of our schools and other American educational exhibits, seems to have been appreciated by many foreign educators who resorted to Paris to study the world's methods of teaching, and results of public education. A request was received, and granted, by the Board of Education to permit the distribution of some of the specimens of the work of the St. Louis children to representative educators of other countries. The letter containing this request is here reprinted:

20, AVENUE RAPP, }
PARIS, FRANCE, Sept. 28, 1900. }

Mr. F. Louis Soldan, Superintendent of Schools, St. Louis, Mo.

Dear Sir: It was understood when the exhibit of the St. Louis Public Schools was forwarded to the Paris Exposition, that all material was to be returned at the close of the Exposition.

Your exhibit, however, has attracted so much favorable attention that I am in receipt of many requests from France, Russia, Austria, England and Italy, to give their educational representatives specimen work of the pupils. This is mostly contained in bound volumes and albums. May I ask whether you are willing to release a part or all of the exhibit for this purpose? If 50 per cent of the bound volumes could be given to meet these requests, I think the courtesy would be highly appreciated by the foreign administrative Departments of Education.

Please reply to this letter promptly, as but little time remains to select the material before the close of the Exposition.

Yours respectfully,

(Signed)

HOWARD J. ROGERS,
Director of Education and Social Economy.

Immediately after the close of the Paris Exposition the educational authorities of the City of Manchester, England, requested that the St. Louis exhibit, and other American educational exhibits, should be sent there to be placed on exhibition. This request was complied with by the authorities in charge of the American exhibit in Paris.

ESSENTIALS OF COMMON-SCHOOL EDUCATION.

The common schools should impart the essentials of an elementary English education; necessities rather than luxuries are their proper field. Many children have but a limited time to devote to their education, and whatever years they spend in school should be filled with work that is most beneficial and necessary to them.

The last twenty years have been a wonderful era of progress in educational affairs all over our country, not only in regard to better and more numerous school buildings, and appliances, but also in the growth of better methods of teaching. The de-

cadence of the methods of olden times, with their mechanical use of text books, their overburdening of the memory with words and unimportant data, has been followed by an increase of professional skill and interest on the part of the teaching profession, and an attitude of alertness in regard to progress on part of the teachers. There is greater originality in teaching; new methods and plans of instruction are constantly devised, some of which mark a distinct gain. There is greater freedom in teaching, and much that was formerly prescribed by school boards and managers is left to the judgment of the teacher. There is more teaching and less mechanical word-study of the text. There have been innumerable innovations which, on the whole, have been rational and beneficial. Yet, not all innovations have been wise. The demand that the teacher should be free and untrammelled in the conduct of her classes is in itself legitimate, within proper limits; but it has resulted in some places in the relinquishing by school authorities of all directive influence. It was held to be hurtful to have any course of study or to prescribe definitely what work each grade or year should do in the various subjects of instruction. In consequence, the selection of topics and branches of instruction, and the method of teaching the same, have often been left to personal caprice. Educational whims and fancies have at times found their way into the school-room, and have been carried on with more zeal than discretion. Abstractions and trivialities have been heralded with self-laudatory zeal as important achievements, and pursued with baneful persistency. Instances of such tendencies can be found in schools of many cities.

In the selection of studies and the management of public school education in general, common sense is always needed. The experience of teachers, the thoughts of great educators, form a further principle in the arrangement of educational affairs. The common sense of the people, and the "uncommon sense," so to speak, of educational thinkers and writers are both needed. Educational science, to borrow Huxley's phrase, "is

nothing but trained and organized common sense." Studies and school practices have at times been engrafted upon education which were dictated neither by the common sense of life nor by the wisdom of thinker or statesman, but which lie altogether outside of the domain of either.

The administration of the Public Schools of St. Louis by the Board of Education has been progressive in educational matters; but the members of the Board have at the same time been conservative, and turned away from superfluities and vagaries. They have been fortunate not only in what they have done, but also in what they have avoided.

Common school education requires constantly the corrective influence of close attention to public opinion, and of an adjustment to the demands of life. Such demands are of course variable quantities, and must be measured and corrected in each case by the unvarying educational truths, the "eternal verities" of education, the principles on which all thinkers agree, which Plato and Aristotle stated, which were in the mind of Quintilian in the time of Rome, and which, in our age, Washington and Jefferson recognized as the essential basis of a free state.

While there is substantial agreement to the proposition that the common schools should limit themselves to essentials, there is the widest difference in the answers to the question, "What constitutes an essential element in elementary education?" In fact, a general answer is difficult if not impossible, because the conditions of the community in which the child lives decide, in a measure, the selection of the studies and the amount of educational work which he should do. In a rural community the simplicity of life, and its social and economic relations, admit of a correspondingly simpler course of instruction. In fact, the annual school term in rural districts is, as a rule, very limited in time. In large cities, or industrial and commercial communities, different conditions prevail and in a measure influence education and the selection of studies.

THE MINIMUM OF SCHOOL WORK.

It has frequently been attempted to formulate the "minimum" of work that should be required of a common-school course. In a recent discussion the "irreducible minimum" of public school education has been defined as follows: "1. The children should be able to read intelligently and understandingly the great works of English literature. 2. They should be able to spell reasonably well. 3. They should be able to write, in a fair and legible hand, a letter that is clear, and free from common grammatical errors. 4. They should be able to cipher, and possess enough of a working knowledge of arithmetic to apply it to plain business transactions." An eminent writer and thinker, in trying to define the "irreducible minimum" of public-school elementary education, says it should teach reading, writing and arithmetic, and the reading of the newspaper. In both demands the question as to what constitute the essential studies of the common school remains unanswered, since the reading of the masterpieces of English literature requires such general culture and information that, in order to read them intelligently, the course of instruction cannot be confined to a minimum. The intelligent reading of a newspaper, with its immense variety of political, economic, geographical, historic and scientific information, requires of itself a fairly well-trained mind; the modern newspaper is a very comprehensive piece of literature, with a vocabulary and a circle of information greater than that of any single author.

There are those who have always advocated that the common schools should give but a minimum of an education. They believe that instruction which is carried on at public expense should limit itself to reading, writing and arithmetic. They believe that the state should not undertake to impart advanced education at all, and that no High Schools should be maintained at public expense.

A consideration of the import of public schools in the life of the state and community, and the absolute necessity for their

existence for the maintenance of democratic institutions, will show that the minimum view of the function of public school education is untenable. As far as public high schools are concerned, their right to exist was perhaps a mooted question thirty years ago. It is no longer so now. By universal consent, every state maintains on the one hand, a State University, so that the culture and the highest achievements of the civilization of the race may be handed down from one generation to another; and on the other hand, primary schools. Hence, it is an equally clear right and duty of the state to maintain also the connection between the two branches of public education—the primary school and the State University—by the intermediate link of a High School. If the state were to relegate the maintenance of secondary schools and universities to private efforts, higher education would be open to the wealthy alone and no longer be the privilege of the masses of the people. The poor, but talented child, would be debarred from the advantages of developing his talents to their full capacity. Huxley considered it a plain duty of the state to provide the educational facilities that would form a ladder from the gutter to the University.

READING, WRITING, ARITHMETIC.

The limitation of common schools to the “irreducible minimum” of reading, writing and the elements of arithmetic would impair their usefulness. Reading, writing and arithmetic in themselves do not constitute an education. They are educational means rather than ends. The mere ability to read, for instance, without any reasonable amount of good reading finished in the course of school training, has but limited educational value. A person who is able to read, but who never reads, may be more ignorant than the person who is without these advantages but possesses a bright and observing mind. The mere ability to read is a means of obtaining an education, but it is not an education in itself. Only as long as the public schools remain the best schools, in respect to both the quality and the

completeness of the education which they offer, will they be patronized by all the ranks of life. To restrict them to the so-called "irreducible minimum" would be contradictory to the idea conveyed in their name, "common schools." Every parent is naturally desirous of obtaining for his child the best possible education. If the public schools were limited to the so-called "irreducible minimum," and have nothing to commend them except their cheapness, those parents that would be at all able to do so would send their children where a better or more complete education might be obtained by paying for the same. The common schools should be kept up to such a standard of excellence that every parent in the community knows that they give the best obtainable education for his child. The old saying is trite, but nevertheless true, that "the public schools should be good enough for the rich and cheap enough for the poor."

PREPARATION FOR LIFE.

The great social mission of the public schools is to unite all classes of society in their rooms in the common educational preparation for life. The children of all classes, of all social ranks, of all shades of belief, affiliate during the eight years of their school life, form ties of friendship and affection, and cultivate mutual regard and good will. It is necessary for the perpetuity of free institutions that the various ranks of the social and industrial order should be kept in touch and sympathy with each other. For this reason, if for no other, the public schools must be kept at a sufficiently high educational standard to remain the common schools for all classes.

It will not be necessary here to consider the views of those most radical advocates of a minimum education, who believe that the education of the masses at public expense is a luxury, and that, in particular, education imparted to the man or woman who has to make a living by the work of his hand in the lower spheres of labor is of no use to him, if it is not a detriment. Such persons see in the spread of public education among the masses

a kind of social peril; they believe that it breeds discontent among the "lower orders," and makes criminality more dangerous. Such views are contrary to well-known facts, and seem out of place in a country of free institutions, which can be maintained only by the universal spread of education.

PREPARATION FOR INDUSTRIAL LIFE.

Another answer frequently made to the important inquiry as to what constitutes the essential part of common-school education is, that whatever prepares a child for life is an essential. Rightly understood, public education can have no higher aim. Frequently, however, the meaning attaching to such answer is, that education should fit the child for some special pursuit of industrial life.

The problem of adjusting the child's school training to some occupation of life, in the ordinary sense of the word, admits of no solution through common-school training. In the first place, no one knows what occupation or vocation a child will follow when he is grown up. Moreover, each vocation of life demands knowledge and skill different from that required in others, and no single occupation could be selected or emphasized without ignoring the fact that only a small portion of the children will follow it. It seems hardly necessary to speak on this point, were it not for the fact that, not unfrequently, demands are made on the schools which would be reasonable only in case all the children expected to become clerks, or bookkeepers, or store boys. Common-school education can consider preparation for business life and vocation only in so far as it imparts such knowledge or power as is beneficial in each and every vocation.

On the basis of industrial requirements, instruction in reading, writing and arithmetic is of universal importance. The study of geography, too, is of value in this respect, since it shows the dependence of industrial life on soil and nature and gives the child a glimpse at the products of the world. In industrial communities, instruction in elementary drawing should receive attention.

PREPARATION FOR CIVIC LIFE.

The demand that the schools should fit for life's vocation in the universal sense is proper and practicable, but the essentials of the course of study cannot be ascertained on that basis alone. The State certainly maintains free public schools for purposes much more important than the fitting of children for the industries. Reading and writing are not taught merely because a man cannot make a good living without them, but because democratic institutions can live in no other way than through general education. While our institutions are the best and noblest that any nation in history has ever enjoyed, we know on the other hand that they cannot endure except when based upon, and supported by, the intelligence and good will of the citizens. The more our nation grows in population, wealth, and social and political development, the more complex become questions of public interest and government, and the greater is the need of the thorough education of the masses. Instruction in the "three r's" is not sufficient. While it is true that the mere ability to read is of itself an educational advantage, since it enables the future citizen to keep in touch with the nation and its progress, yet it is of still greater importance that the mind of every child should be imbued with a clear idea of the great facts of the history of his country, and their import, that he should gain an insight into the spirit of the Constitution and the character of American institutions. Above all other requirements, for purposes of industrial life, the common-schools should instill in the child a love of country and the feeling of patriotism. These are just demands on public education which go far beyond the minimum requirements of reading, writing and arithmetic. A fair knowledge of history, and of civic institutions, belongs to the necessities of elementary public instruction. In other words, in determining the essentials of common-school education, not only industrial, but also civic, conditions should receive proper attention.

GENERAL EDUCATIONAL PRINCIPLES.

A third object of public education presents itself, however, which is more important than even civic or industrial aims, namely, the developing of the child to strong manhood or womanhood. This generally human purpose of all education is at once the oldest, the most general and most important. The child is to be a citizen, and a worker, but above all these, he is to be a man. While education must consider the necessities of the child in this threefold aspect of life, the last-named relation is the most important; it underlies all other specialized aims and gives them value. It is important that the child should receive, through his schooling, general fitness for the vocations of life. It is important that he should be prepared for citizenship through trained intelligence, and educated patriotic sentiment; but it is still more important that the child should become a good man or woman. Greater than the industrial or the civic mission of the common schools is the child's education for humanity. On no other basis than that of strong manhood or womanhood, can a life of industrial usefulness and good citizenship be efficiently built. A firm and manly character is of pre-eminent value in all the practical functions of life, civic or industrial. The objects of a general human education are manifold, but closely related. Integrity, truthfulness, rectitude, loyalty, good will towards others, a sense of duty, the power of intelligent application, ready adjustment to conditions, frugal habits, and an appreciation of the ideals of a noble life, appertain to the general human qualities which education, through home and school, should tend to develop, but they are certainly of no less practical importance than the industrial and civic essentials of education. Towards this general object of all education the requirements of life and the personal welfare of the child point alike.

THE CHILD'S INTEREST IN EDUCATION.

The demand that education should prepare the child for life is legitimate. But on the other hand, the child has a right to

be considered subjectively. He has a right to demand that he be educated not only for some ulterior aim and object, no matter how praiseworthy, but for himself. Childhood pleads that its destiny be not shaped and modelled after some external pattern, according to which it must be made to grow, but that it be educated according to the subjective and objective laws of its own nature and for its own benefit. Little Paul, in Dickens' story, was educated for the vast purposes of a grand commercial life. The father's highest ideal of his son's education was to fit him to be the future princely partner of "Dombey & Son." Paul was killed by the process.

It is a child's inalienable right that education should not turn its face away from him, toward industrial or civic purposes, but that it should make him personally and individually the center and aim of all educational effort. It should make his growth and development the principal aim of education. In the demand that education should place generally human aims, the development of strong manhood and womanhood, first, subjective and objective requirements coalesce. A thorough general education is the best practical preparation for life.

PHYSICAL CONDITIONS OF EDUCATION.

General educational interests require that the child's health should be protected. To this demand all other considerations must yield precedence. Self-preservation is one of the great duties of which school instruction must teach conditions and means. The general laws of health, and a proper elementary knowledge of the functions of the organs of the body, are essential parts of common school instruction. While the details of physiology, or physiology as a distinct study, do not belong in the elementary school, the child should nevertheless be taught how to take care of his eyes, ears and teeth; he should learn the plain scientific truths as to the value of cleanliness, of exercise, of pure air, of heating and ventilation, and similar sanitary matters.

School life which requires the child to engage continuously in sedentary work for five or six hours a day would be deleterious to his health without the proper sanitary conditions of the schoolroom. No education deserves the name, that does not place the health and physical development of the child above all other considerations. Simple gymnastic exercises at various times of the day, to restore the circulation of the blood and fill the lungs with pure air, are proper and essential parts of the day's work.

INFLUENCE OF A GOOD SCHOOL.

A well-conducted schoolroom is in itself a constantly active influence for strength and refinement. It civilizes and builds up character. The spirit of a room, as the personality of the teacher makes it, is one of those occult agencies in education whose beneficial results are most manifest, far-reaching and lasting. The child learns the first lessons concerning the conduct of life through the presence and influence of other children. He learns to respect their rights, and to defend his own. He becomes acquainted with rules of conduct that are reflections of the Golden Rule. It is proper for the teacher, through conversational lessons, to see that the child understands his duties towards his parents, teachers and fellow-pupils. The duties of manhood and citizenship cannot be taught too early nor too thoroughly. While such lessons should be brief, they should be frequent; they are an essential part of American education. The discipline of the room and the spirit of the teacher contribute probably more to the training of strong manhood than the subjects of the lessons. Among the latter, reading perhaps exerts the greatest influence in this direction, because it brings the child into spiritual touch with the world at large, and opens to him new vistas of human relationships.

The interests of general human education make certain demands on common-school work which refer rather to the method than the matter of instruction. A spirit of freedom must per-

vade the work of the school in order to develop strong manhood and womanhood. Instruction should build up individuality, not by relying too exclusively on memory, but by constantly appealing to the thought, judgment and experience of the child. Instruction should make the child a willingly, and readily self-active agent in his own education. He should not be constantly placed in the attitude of receiving instruction through the words of book or teacher, but should learn at an early age to seek and seize knowledge through his own efforts. He should be led early to master the arts of expression, so that he may realize his own mind by formulating his thoughts. The new art of teaching, which has developed so strongly in the past two decades, has done much to promote methods of instruction which develop individuality.

THE COURSE OF STUDY IN OUR SCHOOLS.

In the common schools of our city much has been done towards improving the conditions of instruction, but the improvement has not been brought about by adding studies to the curriculum. Whatever changes have been made have had for their object the simplification of the various studies and the reduction of their number. With the exception of manual training, no new branch has been introduced in the Common Schools of St. Louis for the last thirty years. There have been, however, important changes in the conduct of each of the studies. In arithmetic the amount of work has been reduced. Two books, of 186 pages and 311 pages respectively, contain the whole work allotted to the last six years of the course. The aim of instruction in this study is twofold. First, reasonable practical thoroughness in the mechanical elements of arithmetic, which the child will use no matter what his vocation in life will be. A knowledge of the fundamental processes is required in each. Second, an insight into the leading applications of arithmetic in the various vocations of life, and a knowledge of elementary business transactions, such as plain entries in commer-

cial books, making out bills, checks, drafts, and computing interest. It also instructs the children in the elementary arithmetic of the mechanic; the measuring of surfaces and solids, and the like. Throughout the work in arithmetic, the attempt is made to limit the instruction to essentials, and to appeal constantly to the thought, judgment, and self-activity of the pupil. The aim is to give the child power rather than a verbal knowledge of forms.

VERTICAL WRITING.

Vertical script has been used in the lessons in penmanship for the last few years. While the system has not been in use a sufficient time to pass final judgment on its merits, it is proper to say that so far, the results in general have been satisfactory. Without exception the children speedily learn to write a clear and easily legible hand, and this is after all the most important aim in teaching penmanship. One of the objections raised against the use of vertical script is, that it makes the writing of all persons look so much alike that the characteristic individualities which distinguish one signature from the other are lost. Even a cursory inspection of the papers of a class of children will show clearly that this view is a misapprehension. The differences in the various handwritings of a class are just as marked and great as in the slanting script.

It is desirable that the main reasons for the introduction of the vertical script should be more fully understood. 1. Vertical writing is more natural for the children. If they are left alone, even where slanting script is used, the letters will be written in a vertical, or nearly vertical, position. Even practiced writers, when using the slant system, put the paper at an oblique angle with the edge of the desk, in order to reduce the required slant of the letter, and to make the movement of the pen more of an up and down character. 2. Vertical writing is easier for the children; they learn its use quickly and with a fair degree of correctness and beauty. 3. Vertical script is

much more legible. If it is taken into consideration that the children in school must read much written work, this reason in itself deserves full consideration. It saves the children's eyesight. Moreover, all writing exists for the purpose of being read. Whatever makes writing more legible, makes it answer its main purpose more fully. 4. The principal reasons for the use of vertical script are based on the consideration of the health of the children. The idea of a vertical script arose as one of the results of a series of medical examinations conducted by European governments, which traced very general, and very serious defects of the eyes, and various kinds of grave deformities of spine and other organs, to the slanting writing lessons as then imparted. The most obvious laws of health demand that, in writing, the book should be in front of the body, which should be erect, with eyes equidistant from the page, and forearms evenly supported by the desk. Vertical script is the only kind that can be written comfortably in that position. No slant letters can be written in that attitude, except upon rigid compulsion, while the teacher is present. In slant writing, either the page is turned to form an angle with the edge of the desk, or, when the book is too heavy to be turned, the body of the writer is twisted so as to produce the necessary angle. Let anyone who wishes to judge of the influence of slant writing on the physical development of children look at a person who is engaged in slant writing. The paper is at an angle with the desk, making the strokes nearly vertical to its edge. One arm is pushed forward, the other elbow is probably in the air, unsupported by the desk. One shoulder is held higher than the other; the head inclines somewhat to one side. Moreover, the right eye is constantly nearer the spot which the pen touches, making the automatic focal adjustment of the eye uneven and difficult.

This attitude may, perhaps, not appear harmful to the adult who has become used to it, and whose muscular system has become set and rigid; but it is difficult to conceive how injury can be avoided in using this system with children, whose eyes and

muscles are plastic in the process of growth and adjustment. The discussion of this question cannot be carried on from the merely "practical" consideration as to whether vertical writing is as speedy or as beautiful as the slant. It should be settled from the educational and hygienic standpoint, as to which system protects and preserves the child's physical conditions in the best way. It is one of those educational matters in which neither the business man's preference nor the professional penman's pet notions, but the educator's experience and the physician's judgment, should decide.

Government commissions of physicians and experts have examined into the relative hygienic conditions of vertical and slant writing, in Basle, Hanover, Copenhagen, Budapesth, Vienna, Moscow and Munich. Seggel examined six thousand children as to the habitual distance between the eye and the script, in order to compare the effect the two systems have on the eyes. The result invariably established that the use of slanting script caused a greater departure from the normal position than the vertical script. The normal distance of the eye from the line in writing should be about thirty centimeters (twelve inches). The following table shows the result of his investigation:

CLASS.	Vertical script.	Slanting script.	Difference in favor of vertical script.
I	24.6 cm.	19.2 cm.	5.4 cm.
II	28.6 cm.	24.4 cm.	4.2 cm.
III	30.1 cm.	27.9 cm.	2.2 cm.
IV	30.1 cm.	27.1 cm.	3.0 cm.

NOTE.—Seggel, Report of the Commission of the Medical Society of Munich, Munich Medical Review 1892, No. 28, 1893, No. 13. See also Dr. Kotelmann's School Hygiene, published by C. W. Bardeen, Syracuse, p. 267.
Eulenberg & Bach's School Hygiene, Berlin, 1900, p. 718, etc.
Dr. Theodor Weyl's Handbook of School Hygiene, Jena, 1895, p. 253.

The same unfavorable result in regard to the slant writing, when compared with vertical script, was found concerning the condition of the muscular system. Of one hundred pupils in schools writing the slant system, eleven per cent had an absolutely erect posture; twenty-five per cent of those writing verti-

cal script sat and stood absolutely straight. The literature on these subjects published within the last ten years is full and exhaustive.

GEOGRAPHY.

The work in geography has been reduced considerably by discontinuing the study of physical geography. The latter formed the work for one year, or the eighth grade. The reason for the discontinuance of physical geography is, that its systematic and scientific study requires a preliminary knowledge of physics and other branches of nature-study which assign to it clearly a place in the High School rather than the District School. The more elementary facts of physical geography, however, which form a necessary part of the education which the common schools impart, are contained with sufficient clearness and fullness in the grade text books. It does not seem necessary to make the study of physical geography a special matter in the seventh and eighth grades. The work in geography is made in our schools largely a matter of reading and general information. It has become a less abstract study than heretofore, and more of a matter of fact lesson concerning the physical, industrial and civic conditions of man, and of the countries he inhabits. It has become a study of realities rather than a word-study.

HISTORY.

Instruction in the history of the United States aims at giving an insight into the causes which have influenced the growth and development of our country. More stress is laid on the sequence of cause and effect than on detached dates. The life and achievements of the national heroes in peace and war are brought home to the child; the instilling of patriotism, a love of the flag and of the institutions for which it stands, form distinct aims of the history lessons in the common schools.

INSTRUCTION IN THE ENGLISH LANGUAGE.

The study of English is placed first in importance, and receives the greatest share of attention throughout the course of the common schools of our city. In the primary grades the teacher's chief effort is to teach the intelligent reading of the printed page at an early time. Simultaneously with the child's acquisition of a large vocabulary through reading, he is trained in the use of the new words and expressions which he has just learned; much written work, easy composition and letters, are the subject of attention and practice from the beginning to the end of the public school course. As soon as the child has learned to form his letters he is encouraged to use this art to express his own simple thoughts, in the form of very brief compositions and letters. This practice is continued through all the grades of the school. The power of expression grows through use.

SPELLING.

While in some other cities, formal spelling has been discontinued, and its knowledge is acquired incidentally, more scope and systematic effort than formerly is given to this important work in our city. The formal study of spelling begins with the second quarter of the first year and continues through the school. Within the last three years a speller has been added to our list of books. It had been found that spelling from the reader exclusively, while including a vocabulary of the highest literary value to the child, did not give sufficient place for the words in common every-day use. The new book secures systematic and constant work in this direction.

GRAMMAR.

Instruction in grammar has been systematized and extended. Until three years ago no book was used in the higher grades, and the study did not receive a sufficient share of time and attention. A clearly defined course of grammatical study now ex-

tends through all the grades. The principle on which the work in grammar is conducted commends itself to common sense. The grammatical structure of the English language is learned through the use of language. Grammatical analysis proceeds hand in hand with systematic exercises in composition. It is not sufficient that the pupil should be able to recite something about the Pluperfect Tense or the Potential Mode, or Objective and Adverbial Elements. In addition to all these, he must learn to make some practical use of what he has learned in his grammar lesson. Here, as in other studies, the demand must be enforced that knowledge must be converted into power.

READING.

In no study has there been a greater improvement than in reading. The character of the reader in use at present in the St. Louis schools places in the child's hands most excellent examples of classic English Literature. The educational progress made in this study consists not merely in the increased ability of the average child to read fluently and correctly; they have learned to like reading, and they read of their own accord.

Culture and refinement always result from the faithful study of the masterpieces of literature. The Board of Education have supplied each school with sets of books of the highest literary character for supplementary reading, and the growth of the children under the influence of these literary helps has been marked. It has had a beneficial effect not only on the language studies, but, through the general influence on the mental growth of the child, has benefitted other studies as well.

Much is being done by our teachers to encourage the use of the public library, and, in turn, the Public Library Board have supplied to the principals very liberally the best books for juvenile reading.

The subjects of instruction, and methods of teaching and discipline, are constantly discussed by the principals with the teachers of their schools, by the assistant superintendents, primary

and special supervisors with each grade of teachers, and by the superintendent in the frequent principals' meetings. Such frequent discussions of important educational matters is a source of constant improvement in our methods of teaching. The scope and nature of such instruction may, perhaps, be gathered from the following outline of an address on Reading in the Higher Grades, made by the superintendent at one of the principals' meetings.

READING IN THE HIGHER GRADES.

ACQUAINTANCE WITH THE WORLD THROUGH READING.

The great educational and practical importance of reading is, that it introduces the child to the world at large, both in a physical and a spiritual sense. It opens to him a wider horizon, and gives him nobler aspirations and purer sympathies; takes the child or man, for the time, from the close limitations of his accustomed life, from the narrow circle of his few acquaintances, and puts him in the midst of new and varied scenes of nature and history. The walls of the room fall away, and the world opens; there is no aspect of nature, no relation of life, no trait of the human soul, of which the thoughtful reader remains ignorant.

READING AS AN INTRODUCTION TO SOCIAL LIFE.

Education must prepare for the serious purposes of life. One of its great tasks is the introduction of the child at an early age to the larger life of the world. Externally, the process of making the child a member of society is begun when the child enters the kindergarten and meets other children whose rights he learns to respect. Through his intercourse with them, he learns gradually to curb his arbitrary will, to respect the rights of others, and to live and work with his equals. But education must introduce the child into human society in a broader sense; it must not only fit him to become, through trained character and intelligence, a valuable member of society, but it must give

him a glimpse at the ways of the world beyond the limits of his own narrow life experience. The child must be introduced into the current of the universal life as it pulsates in the social life of his age, and in the institutions and history of his nation. His narrow, personal and direct experience must be supplemented and cleared by the wider and indirectly transmitted experience of the world. There is no way in which this civilizing process can be brought about as naturally, efficiently, and forcibly as through reading. By means of well-selected and properly conducted reading lessons, the thoughts of others, their lives, the thoughts of past times, an infinite variety of social conditions and relations, the character and motives of other people, the beauty and weakness of human action, are revealed to the child and widen his personal experience. The larger world beyond his family and school dawns upon him, when he has been taught to read intelligently. Reading means the humanizing of the soul, because it makes it participate in the pulsation of the social and spiritual life of the race. The boy that has read through his seventh reader has stood by, in spirit, when young Walter Raleigh, with rare presence of mind, spread his velvet cloak over the muddy walk in front of Queen Elizabeth. He has walked with Thoreau and his dog through the woods near Walden pond, and listened to his talks to trees and birds. He is present at Socrates' trial and death. He has rested with Evangeline in the quiet village of the Acadians. Macaulay takes him by the hand and introduces him to Dr. Johnson, and he hears him say: "The wanderer may return after all his errors; and he who implores strength and courage from above shall find danger and difficulty give way before him." He is present in spirit when the Declaration of Independence is adopted, and he sees John Hancock affix his signature to the document.

ACQUAINTANCE WITH NATIONAL LIFE.

It is not merely the land of the stranger and another age which instruction in reading spreads before the eyes of the learn-

ing child. His own home and his own people become dearer to him. He is introduced to the best features in the life of the nation to which he belongs. There is, for instance, in the fifth reader the selection from Longfellow, "The Village Blacksmith." It introduces the child to a lowly life in New England, but one that is glorified and ennobled by the idea of duty.

"Tolling, rejoicing, sorrowing!
Onward through life he goes;
Each morning sees some task begun,
Each evening sees its close,
Something attempted, something done,
Has earned a night's repose."

If the teacher can inspire the child with the spirit of this literary masterpiece, the ethical effect of such instruction may not vanish in years.

All modern school-readers are replete with lessons that acquaint the child with the noblest flower and fruit of the life of his own nation. Some of the grandest aspects of American life are depicted in them. When, in the story of Daniel Boone as told in our fifth reader, those seventeen sturdy yeomen and farmers met in the new lands of Kentucky to constitute a legal body, agreeing that the Sabbath must be observed, that the laws must be respected, that there shall be civic order in their colony, and when they morally bound themselves to stand by those laws, the story is not only choice literature, but the facts presented give to the young mind a glimpse of the noble and unique features of the character of the people to which he belongs. No nation in the whole world has anything similar to it in historical times. Through well-selected reading lessons the child thus becomes acquainted with the history of his own land, and is impressed with the great events and thoughts of its social and political life, as reflected in literature.

HUMANIZING INFLUENCE OF READING.

Good reading humanizes the child; we might have used the equivalent expression that it civilizes him. Civilization, as a personal quality, means fitness for life as an intelligent member

of society and state. Much more than this is demanded as a result of successful education. Man must not be merely an intelligent, but also, and still more emphatically, a moral, being. With the training of civilized intelligence and refinement, moral culture must go hand in hand. An ethical world must be reared in the child's soul over which spreads a moral firmament illumined by the glowing stars of human virtues. There is no means of ethical training more efficient than well-conducted lessons in reading. They create in the child's soul ideals, and fill him with noble aspirations. His moral judgment turns against whatever in the story appears low and selfish. All good literature glorifies duty and goodness, and reading fills the young mind with ennobling ideals. The fact that reading may lead to the building up of a new soul, and to the refinement of the native conscience, the fact that it exercises moral judgment as to the relations of life, of which the child would remain ignorant, without instruction in reading in the higher grades, is one more reason why the thoughtful educator assigns to reading the first place in the curriculum of the school.

INFLUENCE OF READING ON CHARACTER.

Reading is the magic mantle of which the poet speaks, which carries us on the wings of thought to wherever we desire to go, that "wafts him o'er the world at pleasure." Strange and distant lands become near and familiar. Times long past become real and present to the reader's mind. From the ends of time, from past centuries or decades, noble voices hold converse with him. He listens to Plato or Aristotle, Addison or Victor Hugo, Washington or Jefferson, and he becomes their confidant and companion. Noble spirits come and go at his wish. The wise and good of mankind advise and befriend him. They help to mould his character and to shape his life.

A college president has recently been quoted as saying, "If I want to engage a teacher, I want a man, in the first place, and in the second place I want a man who can teach." In

a similar way, the classic authors have been in most cases, both strong men and great writers. The great masterpieces of literature mirror the manhood and personality of the authors—who, in their spiritual lives, stand above the rest of humanity, and whose genius has obtained glimpses of divine truths which they, like the prophets and seers of old, proclaim and reveal to the world that reads their books.

Through reading, the child enters into the companionship of the noblest minds, because the authors whose writings we are likely to select for him have the characteristics of strong manhood and womanhood. In becoming acquainted with literature, the child not only comes into contact with the grand works of literary art, but he is brought into touch with the greatest personalities which human history has produced.

INTELLIGENCE AND SENTIMENT IN READING.

Reading is important not merely for utilitarian reasons. It is necessary for the pursuits of life, and that is a primary, practical and material reason for placing it first among the school studies. But there is a higher educational and spiritual reason for its position in the school curriculum, based on the inestimable value of the contents of literature, for the growing soul, and for the human life that is to be shaped through education.

These two points of view from which instruction in reading may be considered have a direct and practical bearing on the work of the school. Instruction in reading must impart to the child, in the first place, the full mastery of the mechanism of reading. He must, in the course of his school career, become able to read fluently and correctly any ordinary printed matter placed before him. No other acquisition can possibly be an excuse for deficiency in this particular. On the other hand, instruction in reading will not have that educational influence which constitutes its highest value, unless the child is brought into touch—direct, living, interested touch—in sentiment and thought, with the master mind, that stands back of the printed page.

The idea that reading is the child's means of entering into sympathetic companionship with the great men of the race, and sharing their thoughts and sentiments, leads to the conclusion that the teacher, in using the reading books with his classes, must single out for special attention those selections in which there is a noble thought presented, or in which human life is depicted in its best aspects.

Methods of teaching reading must be so adjusted that the ennobling influence of literature becomes a substantial and ever present element of the work of the school. That this can be done is apparent from the fact that it is being done in the best schools all over the country. Every teacher should know how to make this theory an actual condition in her schoolroom. In teaching, for instance, the reading of the selection from Robert C. Winthrop's "The Flag of Our Country," in the sixth reader, it is the teacher's task, in the first place, to secure the ready, correct, and expressive reading of the language of the poem, the explanation of difficult passages, the pronunciation and meaning of unusual words. But if instruction stops with this, there is an opportunity wasted and lost. The teacher fails to accomplish the highest task unless she can lead the child to fully realize and share the author's sentiment, and feel with patriotic emotion the force of the author's words on the flag of his country: "Behold it! Listen to it! Every star has a tongue; every stripe is articulate. There is no speech nor language where their voices are not heard."

AIMS IN LANGUAGE TRAINING.

Bacon said: "Reading makes a full man, conference a ready man, and writing an exact man." Reading, speaking and writing are the three main lines of all language study. On which of them should we lay stress in training the child? Should he be full of information; should he be able to use his knowledge readily, and with fair exactness? The answer, as a matter of course, is that the child needs all three—a fair degree of infor-

mation, and readiness and clearness in its use. Each of them is necessary, and methods of instruction in reading must embody the acquisition of knowledge, and its use in speech and writing. It follows that all school reading, in order to fill the mind with information, must be not merely a speaking of the words, but, simultaneously and pre-eminently, a grasping of the thought. This is true of the very first step in primary reading, and equally true of the classic selections in the higher grades. Instruction should not be satisfied with having the children merely pronounce the words, but must see that they grasp the idea underlying each selection.

THE MECHANISM OF READING.

The possession of the mechanical art of reading is, by common consent, made the dividing line which separates educated man from the illiterate. Not his ability to cipher, nor his knowledge of the rudiments of history or geography, is made the test, but his ability to read print and write his name. All the world over, the statistician's figures of illiteracy are based on the test of mechanical reading. Reading is considered the measure and test of general education.

Life's requirement, that the schools should train children to be able to read common words at sight, is merely a minimum demand; but it is at the same time a most essential requirement. The school may do, and ought to do, more for the child in the study of reading than to make him a ready reader; it cannot afford to do less. No matter what other tasks and studies the school charges itself with, this remains the most elementary and the most indispensable. The school that does not train ready readers is a weak school, no matter what else may be accomplished successfully in other studies. Reading must rank first in every school curriculum, both from a practical and from an educational point of view. It is the earliest task that school education must undertake, and is therefore a test of the efficiency of primary instruction. On the acquisition of the mechanical art of reading school instruction must lay stress

in every grade, and be indefatigable in the watchful practice of ready reading. In this the demands of life and that of educational science coalesce; reading forms the key to every other study of the school.

THOUGHT IN READING.

Educational considerations demand more from this study than the mere mastery of the mechanism of pronouncing words at sight. The Anglo-Saxon word from which we derive our own does not mean to gather signs together through the eye, but means to counsel, to suggest, to explain. Thus, the English word "to read" points in itself to something more than the mere ability to express, in speech, the written character, and suggests another, far deeper, reason why reading should be placed first in a course of instruction. It does not reject the merely formal idea connected with it, namely, the mechanical ability to pronounce readily the word for which certain signs stand, but it means much more. It means that the reader should grasp the thought held in the printed word. It rises above the minimum requirements of business life, and above merely mechanical school-room practices, to a higher view of the purposes of reading. The mechanical art of reading, absolutely essential as it is, becomes an indispensable, but subordinate, means to an end that ranks infinitely higher. It places the importance of reading in the content and thought rather than in the form and the words.

VALUE OF MECHANICAL SKILL IN READING.

While each of the various purposes which reading must subserve imposes certain specific demands on the practical methods of teaching it, it would be a mistake to suppose that all these aims are equivalent and that they can receive equal attention. All the indirect and higher advantages that should come from well-directed reading lessons are in turn dependent on the mastery of the mechanical art. To it every single lesson in reading in any grade must contribute. Material, as well as

spiritual, considerations demand that the teacher should in the first place, insist upon the fluent, correct and expressive reading of the printed characters; all the other purposes are secured through this skill. No higher demand can possibly take the place of this elementary requirement. Nothing else can be substituted for the attainment of fluency, and mechanical correctness. Towards it the attention and persistent efforts of the teacher in every grade must constantly be directed. The other aims are of vital importance in the process of education, but they may possibly be accomplished, at least in a measure, by the youth's own effort. If he is mechanically a skillful reader, his mind may penetrate the thoughts and sentiments of the selection without the teacher's help. Some educators, otherwise most thoughtful in the study of pedagogical science, ignore the very important fact that the child is not only the passive recipient, but is, in his own way, an active gatherer of knowledge. He is not only being educated, but he is constantly educating himself. He is not merely a passive entity, and the educational product of teachers and schools, but he has independent, spontaneous growth. He learns much that he has never been taught, he understands much that the teacher has never explained. The child need not be taken care of in every respect, for in many ways he takes quite good care of himself. There are many things he is likely to learn and acquire without anybody's help. Let no educator for a moment suppose that what he does not do for the child is not done at all. One of the petty mistakes of modern methods of instruction is the notion that the child will grasp nothing unless it is whittled down to the lowest mental dimensions. We weary him with artificially attenuated information, and befog his intelligence with superfluous explanations.

In reading, the teacher's constant and watchful help is necessary to lead the child to master the mechanical art and at the same time to become fully conscious of the ideas which they express. But the stress of school-room practice must always

be laid on the former. It would be a great mistake not to consider constantly the higher purposes which reading serves; it would be a greater mistake to slight the acquisition of the mechanical art, by over-anxiety that the child should fully master the contents. The latter, the child may possibly do without the aid of the teacher, but he will never see the full meaning of the words for himself, and use reading as a guide to knowledge, and culture, and life, unless instruction and drill remove the mechanical difficulties of the art of reading at an early day. It is only after the recognition of the printed word has become an automatic process that undivided attention can be given by the child to the ideal world that lives in the books. Hence, the very conviction that the great educational value of reading does not lie in the mechanical art, but in the culture to be derived from the contents, is in itself the prime reason for the most thorough and persistent drill in fluent and correct reading. The child must master the form before he can reach the content.

In the programs of some modern elementary schools this study has changed its name. The term "reading" has been abandoned, and the word "literature" substituted. The reason given for the change is, that reading is merely a formal art, and that the name of the study should indicate its substance rather than its form. Conceding the self-evident truth of the proposition that reading should lead to something beyond the mastery of the mere form of the words, the substitution of the new term does not seem warranted or wise. The English word "reading" means the mastery of both the form and content. There is good reason for preferring the term "reading" to the modern substitute, "literature," as a name for the common-school study. Reading is the name for a power; literature, the name for a certain body of knowledge. The proper question at the end of a common-school education is not: "Does the child know literature?" but rather, "Can he read?" The new name seems to place the stress on an important but not the most important aim—on knowledge rather than on power.

PSYCHOLOGY OF LANGUAGE.

In the acquisition of his mother tongue, or of any language, the mind of the learner has a twofold task. When the infant listens to the speech of others, when the boy listens to the words of the teacher, or reads his lessons, his mind is absorbing language and information. It is receptive, and in a measure passive. When you read a book there is no apparent activity; you allow the thought of the author to flow unresisted into your soul, you permit his images to act on the stage of your own mind. Your thoughts are made the instrument on which the hand of another plays. The chords of your soul vibrate in response to his touch. The current of your thoughts is directed by the author who lived and wrote perhaps three centuries ago. He plays on the instrument of your mind, and makes you see the visions of his own. Your mind is under another's control. In listening, or reading, the mind is in a receptive attitude. It is determined by external agencies.

There is another aspect of language, in which the mental attitude is no longer receptive and determined externally, but active, creative and self-determined. When you answer a question, when you speak to a friend, the words and thoughts are the product and spontaneous expression of your own soul. The mind is not in a receptive but in a creative, active and self-determining attitude. There is in all language this double element of determination and self-determination, or, in other words, of receptivity and self-active spontaneity. Hearing and reading belong to the phase of receptivity; speaking and writing to the phase of spontaneity. In all language work which the common school is doing, the two phases, that of receptivity and that of spontaneous activity on part of the children, should be represented.

There is a balancing alternation between the receptive and spontaneous activities in the physical process of life. We take in food prepared by nature, and then the physical process self-actively converts this food into vital power. Similarly, in the

mental work which education imposes on the child, the processes of receptivity and spontaneity should be made to alternate. Whatever the child gains in knowledge should be in some way or other converted into power. Power in connection with language would be power to express things orally or in writing. This interaction of the receptive and self-active processes of the mind should be brought into play in all instruction in language, or reading, as well as in all other subjects. Instruction in reading that would aim exclusively at the absorption of the information of the book, would not make full use of the opportunities which instruction in reading offers for the development of faculty. It would be one-sided training, receptive, but not cultivating spontaneous activity. Each lesson in reading requires for its sequel some exercise in which the words of the lesson are used by the child and in which he can express himself in regard to what he has read.

RECITATION METHODS FOR READING.

READING AND CONVERSATION.

Conversation and writing are essential elements of the reading and language lesson. Not all selections in the reader lend themselves equally well to these exercises. There are pieces so easy and clear that they need not be made the subject of discussion and exercise.

There are selections in the school readers whose noble thought, refined sentiment, and beauty of language invite study more than reading. Well-conducted conversations about such masterpieces lead to the fullness and readiness of information of which Bacon speaks. In every reading lesson the child's vocabulary and knowledge of language expand. He should be led to the appreciation of apt and beautiful expressions. In the conversation about the lesson the apt words and phrases of the author should be used so that the child may gradually learn to make their use his own. The spelling of the more difficult words is another constantly needful requirement. Brief

dictation exercises help to impress the vocabulary and to fix the spelling. While instruction in reading includes conversation about the lesson, spelling, and, to some extent, writing, these should be limited in extent. Practical reading should largely predominate, as far as time is concerned. A reading lesson is not completed unless the children can tell something about it.

In this important exercise, the child uses inevitably some of the words used in the lesson, and enriches his vocabulary. With the growth of an intelligent vocabulary, the child's soul grows. In the acquisition of a vocabulary, the receptive and the spontaneous activities of the child, the reading and the using of the word, are involved. No vocabulary will be formed unless you lead the child to the use, in speech and writing, of new and important words in his reading lesson. To let the child tell the story which he has read is of importance. So is the writing of the story, when it is simple enough for the child's command of written expression.

READING AND COMPOSITION.

Reading and writing should go together. Brief dictation exercises from the reading lesson are good spelling tests. Easy, short composition may be based on the story of the reader, where the simple character admits of it. Children delight in telling the story they have read; such recitation is a kind of oral composition from which the transition to "telling with the pen" may be made. Franklin says that he learned to write good English by reading good selections and then trying to rewrite what he had read. In teaching composition, the teacher must follow the rules of common sense; the subjects must be those that the child knows fairly well. What a child does not know he can neither say nor write. On familiar subjects, most children will talk readily, and they can be taught to write fairly well. When a subject for composition is assigned, the first step is to see that the children are thoroughly familiar with the

matter. Then composition becomes the expression of their own thoughts.

Even in writing on familiar subjects, the task of composing is not an altogether easy one for the child. He is yet struggling for the full mastery of the use of English. His vocabulary is limited, spelling is still problematic, and grammar and punctuation yet unsettled; he knows that there should be commas, but is not quite certain where to place them. While the pupil still feels the difficulty of expressing himself in writing, he should not be burdened with subjects which are beyond his horizon; what he cannot talk about, he cannot write about. His reading enlarges his vocabulary and knowledge of forms of expression. Good teaching secures to him the lasting possession thereof.

DRILL IN READING.

Among the aims of instruction in reading, the recognition of the thought conveyed by the words stands first in importance; next to it in importance and a pre-requisite for it, the ready recognition of word forms, or fluent—not hasty—reading. Fluency is the result of varied reading, and of proper drill. There is a kind of drill, however, that is absolutely deadening; the reading and re-reading of a lesson until the child knows it by rote, and, with his inherent love of novelty and variety, is fairly disgusted with it, is a bad educational mistake. For this kind of drill, there is neither defense nor excuse. A certain amount of drill, a certain number of re-readings of a lesson are necessary, but do not trust to it alone for progress. Those words which the child has to recognize in one lesson occur again and again in others, and a fair amount of varied repetition of the same lesson ought to be enough. The taste for reading should not be destroyed in the attempt to obtain fluency in reading. Unreasonable drill works its own defeat. The child after a while does not read the printed character, but recites the words that he has committed to memory, and which he reproduces without much association with the printed form. Drill

and practice should always be of a rational character. Well-conducted lessons in reading should pay attention to the form as well as the matter. Reading should lay the basis for the study of grammar, and constantly be helpful in it. The spelling of important, difficult or new words in each reading lesson should be noticed and properly impressed on the mind. The reading lessons should be made to show the use of capitals, punctuation marks, and of the form of sentence and clause. These analytic lessons should be followed by written lessons in which the information gained is practically applied. In order that newly acquired knowledge in grammar and language be made practical, its use in speech and writing is necessary.

ILLUSTRATIONS IN THE READERS.

Modern school readers are supplied plentifully with good pictures. Their object is not simply to adorn the book, but they should serve some educational purpose. They make the subject-matter clearer and more real, and more interesting to the children. The inspection of the picture is frequently the best starting point for the reading lesson of the day. The conversation between teacher and class about the picture should be pointed and brief. It should serve some purpose in connection with the lesson. It should not be a long and aimless talk. It should not dwell on features which each child will see fully for himself, nor on features that have no bearing on the reading lesson. The teacher should determine in her own mind what points she wishes to bring out in the brief conversation and guide it accordingly. Take for illustration the picture which, in one of the primary readers, accompanies Tennyson's charming poem "The Brook." The picture answers a good purpose, because to little city children the idea and word may be unknown. The picture helps them to understand the meaning of the selection. The conversation must be one which impresses those attributes on the child's mind that the selection speaks of, namely, the motion of the water. It should not, for example,

drift into a conversational lesson on the geographical facts concerning the various forms of water. The study of the picture is important, but it should be brief and to the point.

PHONETICS.

In all the grades of the common schools of our city, phonetics are taught in connection with reading and spelling. The child should, at any early time, acquire the ability which every educated person possesses to use a dictionary readily, and to read correctly the new or difficult words which he may find in a book.

READING BY THE TEACHER.

As a rule, it is not best for the teacher to read for the class the reading lesson of the day. But there are some exceptions to this general proposition. The reading of a story to the children is, at times, the best way to wind up a hard day's work; it is looked upon by the children often as a desired reward for special effort on their part. But even the reading lesson for the day, had at times, better be read by the teacher. There are selections where the aim of the teacher is to let the children feel the full force of their literary excellence. Some of the masterpieces of English literature make the deepest impression upon the mind when read by a gifted reader. When such a masterpiece of literature is presented to the child, it is perfectly proper for the teacher to devise a fitting introduction for that piece, to let him feel the music of the verse, and its majestic sentiment and thought, before beginning to read it for himself. The selection will not lose, but gain, by such preparatory reading, and will leave a more lasting impression on the mind of the child.

QUESTIONING ON THE LESSON.

Systematic questioning about the lesson just read is one of the best means of making clear its content, drawing attention to its form, and impressing both upon the minds of the children. Such questions rouse the power of thinking which the children

possess; and make them self-active. These questions, however, should remain subordinate and accessory to the reading lesson, and should not encroach too much upon the time necessary for reading. It should be their main purpose to impress more deeply the thought and sentiment of the reading lesson, and to make its literary merit stand forth in the eyes of the child with more power and splendor. They should not embrace questions about every word or sentence, nor merely concern petty allusions to geographical or historical points. Such questions are perfectly proper, in a limited way, as long as the teacher bears in mind that in the reading lesson, the stress must be laid on the general thought and its literary form. Questions on the reading lesson are of great value. While the following remarks of Miss K. L. Bates, of Wellesley College, refer more particularly to poetic selections, they are applicable to every reading lesson, and state strongly the value of systematic questioning:

"The function of the teacher, in dealing with any particular poem, is, first and foremost, to help the student fix his attention upon it. This can usually be done by questioning, better than in any other way. A running fire of questions, searching, varied, stimulates the mental activity, pricks into life the sluggish perceptions, gives form and color to those poem-pictures which are often so dimly and vaguely reproduced by the untutored imagination; and thus securing the vivid presentment of the scene, the clear comprehension of the thought, does away with the intellectual barrier, and brings the heart of the student into free contact with the glowing heart of the poet.

* * * Such questions might relate, in part, to the structure of sentences; the significance of allusions, geographical, historical, mythological; the value of an illustration; the force of an argument; the development of a thought; all this to insure a firm intellectual grasp of the subject-matter. Yet, this done, the half has not been done. To understand the poet's message is one thing; to feel it, know it, and reach out beyond it toward the purer message he suggests, but has not words to

utter, is another. Indeed, care should constantly be taken that these more superficial questions be kept in the background and not suffered to distract the student's mind from the poetic essence. For the study of literature must not be mistaken for the study of syntax, geography, history, mythology, or logic. All questions that awaken the imagination and enable it to glorify the printed words into such clear-colored visions as dazzled the 'mind's eye' of the poet while he wrote, are of peculiar value. Questions that quicken the ear to the music of the poet's verse, and all other questions that render the student aware of poetic artifice, responsive to poetic effects, indirectly serve to deepen the central impression of the poem; since these very melodies and rhetorical devices are not idle ornament, but the studied emphasis of the poet's word. Questions that lead the student to recognize and define in himself the emotions aroused by one passage or another in the poem, questions that call forth an attempt to supply missing links in the chain of events, questions that carry the reason and imagination forward on the line suggested by the poet, all tend to mould the student's mood into sympathy with that higher mood, sensitive, eager, impassioned, in which the singer first conceived his song."

"The question-method may be well supplemented by topical recitation, class discussion, citation of parallel passages, comparison with kindred poems, and under due precautions, the reading of criticisms."

All questions which the teacher may ask in connection with a reading lesson must answer a clear educational purpose. They should not be prolix and diffusive, and fritter away attention by directing it to mere details. The teacher's questions should help the child to seize the leading thought, which should stand out clearly above all details.

CRITICISM IN READING.

When a child reads aloud in school, all the other children are expected to follow with attention. It is a perfectly proper prac-

tice to let them pay critical attention to mistakes which the pupil reading may make. It is not proper to let the critical spirit with which a class listens predominate to such an extent that it lessens the appreciation and joy that may be derived from the new acquaintance with a masterpiece of literary art. "There are three classes of readers," says Goethe. "Some enjoy without judgment; others judge without enjoyment; and some there are who judge while they enjoy, and enjoy while they judge. The latter class reproduces the work of art on which it is engaged." There should not be in the schoolroom criticism which mars enjoyment. The full impression which the reading conveys should not be disturbed by the raising of hands and discordant criticisms, like: "She said 'broke,' instead of 'broken.'"

There is a time when technical criticism is proper and when it is not. The critical judgment of mistakes in reading is an essential part of instruction, but it should be at the proper time. The relatively insignificant should not disturb the greater educational task. The highest ideal of the reading of a classic selection in the higher grades of the school should be to have the children mentally reproduce the work of literary art, to make them experience anew within themselves the sentiment and thought which filled the author's soul, to be deeply moved by the force of his expression. In the joy and judgment of such mental reproductions of a literary work of art lies the highest gain of a reading lesson in advanced grades.

JUDGMENT OF VALUES.

Reading lessons in the common schools have not only the art of reading for their educational purpose, but also the acquisition of information. In some cities reading no longer figures in the course of study, but from primer class to grammar grades is replaced by literature. The idea underlying this change in name is that instruction in reading should not only skill the pupil in the art, but introduce him to the masterpieces of English literature. It should be borne in mind that literature

and the history of literature are two distinct and different things. At the end of our school readers there are a few pages on which a series of brief biographies of leading English and American authors is given. If some unwise teacher would require her pupils to memorize these data, they would not know more about English literature than they did before. The study of authors' biographies is not the study of literature; literature is found in the author's writing rather than in his life. In the sphere of literature which the common school can teach through the school-readers, those biographies only are of value which explain the nature and meaning of the selection by the character of the author and the history of his time, or where some grandly significant human event ennobles his life. There is education in learning how Milton, though blind, wrote the masterpiece of his life, undismayed by misfortune; or how Thomas More died courageously for his convictions, because he would not consent to sanction the King's wrong. Unless literary biography embodies more than the fact that the author was born, lived, wrote and died, it is not the best kind of information which can be obtained from the school-readers. It is, of course, proper to touch upon the biography of some of the greatest authors, from whose work selections are found in the particular volume in the readers which the children study, such as Dr. Johnson in the fifth reader or Milton and Shakespeare in the eighth.

The value of reading cannot be found in the matter-of-fact literary information as to authors which may incidentally be taught, but in the direct and indirect information which literature presents in regard to man and his world. Its value is obvious at a glance.

In our eighth reader selections from the Merchant of Venice are studied by the children. They look upon the canals of Venice and stand with Antonio and Shylock on the Rialto bridge. They obtain a glimpse at the history of an old commercial nation and the life and customs of mediaeval ages. They learn something about Shakespeare and the great English Queen

before whom his plays were presented. In another selection of the eighth reader the children become acquainted with a selection from Addison, his "Vision of the Dangers of Life." They see a throng of people in happiness and pleasure crossing the bridge of life, jesting, playful and merry, undisturbed that through one of the seven open spans many of their companions disappear from the throng, falling into the dark stream of death running underneath. The thoughtful teacher leads the children to realize through this selection, the position of Addison as the great literary teacher of social morals of Queen Anne's time. Other brief selections in the eighth reader place Michael Angelo and Raphael before the young reader's eye, and open to the soul a vista in a new direction, the grand art achievements of mankind. In such reading, wisely conducted, there is information as well as culture.

Respectfully submitted,

F. LOUIS SOLDAN,
Superintendent of Instruction.



EDWARD WYMAN SCHOOL, THERESA AND EADS AVENUES.

ANNUAL REPORT

OF THE

COMMISSIONER OF SCHOOL BUILDINGS.

St. Louis, December 13th, 1900.

Gentlemen: I herewith submit a report of the work of the Department of Buildings for the fiscal year, June 30th, 1899, to June 30th, 1900.

NEW SCHOOL BUILDINGS AND ADDITIONS.

The buildings under construction at the date of my last report (December 13th, 1899), and completed August 31st, 1900, are as follows:

Name of School.	No. of Rooms.	Amount of Contract.	Cost.
Adams Addition*	4	General	\$15,095 55
September 13th, 1899.		Plumbing ...	1,998 50
		Heating	1,371 60
		Blackboards...	963 03 \$ 19,428 68
Dozier Addition	8	General	35,730 08
September 12th, 1899.		Plumbing ...	2,070 00
		Heating	10,129 00
		Blackboards..	722 28 48,651 36
Harrison Addition	8	General	28,900 60
September 12th, 1899.		Plumbing	1,925 00
		Heating	4,508 00
		Blackboards..	725 98 36,059 58
Mt. Pleasant Addition....	8	General	29,340 73
September 12th, 1899.		Plumbing	1,878 00
		Heating	7,614 00
		Blackboards..	707 68 39,540 41
Marquette Addition*	8	General	14,008 26
September 13th, 1899.		Plumbing	637 00
		Heating	2,492 00
		Blackboards..	1,107 74 18,245 00
Total.....	36 rooms,	costing complete.....	\$161,925 03
Average cost per room.....			4,497 91

*Opened for school purposes Jan., 1900, although not entirely completed.

The buildings designed and placed under contract during the fiscal year and completed at this date are as follows:

Name of School.	No. of Rooms.	Amount of Contract.	Cost.
Freibel Addition	4	General .....\$14,601 74	
Feb. 13th, 1900.		Plumbing 514 00	
		Heating 1,800 00	
		Blackboards.. 354 68	\$17,270 42
Baden Addition	2	General 6,901 25	
May 8th, 1900.		Plumbing 527 00	
		Heating 1,993 00	
		Blackboards.. 303 24	9,724 49
Total.....	6 rooms, costing complete....	\$ 26,994 91	
Average cost per room.....		4,499 15	
	No. of Rooms.		Cost.
7 Portable buildings.....	7.....		\$5,415 53
Occupied during the last half of the fiscal year.			
13 Portable buildings.....	13.....		10,326 14
Occupied from Sept.,1900.			
Total.....	20.....		\$15,741 67
Average cost per room.			787 08

The buildings designed and placed under contract during the fiscal year, and not completed at this date are as follows:

Name of School.	No. of Rooms.	Amount of Contract.	Cost.
Field	22	General .....\$105,357 00	
Feb. 13th, 1900.		Plumbing .. 5,044 00	
		Heating 11,198 00	
		Blackboards. 1,343 39	\$122,941 39
Marshall	22	General 90,367 00	
June 12th, 1900.		Plumbing ... 2,605 00	
		Heating 9,392 00	
		Blackboards	
		Clocks 600 00	102,964 00
Total	44 rooms, costing complete....	\$225,905 39	
Average cost per room.....		5,134 21	

ROOMS OPENED.

The number of school rooms opened during the fiscal year was unusually large.

The Sherman, Eliot and Monroe Schools, containing 20 rooms each although completed during the latter part of the previous fiscal year were not opened until September, 1899.

The Jackson School, containing 20 rooms, and the additions to the Adams (4 rooms), and Marquette (4 rooms), were opened in January, 1900.

The other rooms opened during the fiscal year were the Columbia (4 rooms), Fremont (6 rooms), Gratiot (4 rooms), Riddick (7 rooms), Rock Spring (10 rooms), and Simmons (10 rooms).

Making a total of 129 rooms. This number was further increased by the opening of seven new portable rooms during the latter part of the fiscal year.

The net increase in school accommodations was not so large, however, as the Board discontinued the use of the old Simmons, Jackson and Rock Spring Schools, and unsatisfactory rooms at the O'Fallon School, to a total number of 32 rooms, as well as 26 isolated and unsatisfactory rented rooms in various parts of the city.

The net increase in school accommodation therefore during the fiscal year was 78 rooms.

The Field School will be opened in January, 1900, and it is expected to have the Marshall School ready for occupancy next April or May.

DESCRIPTION OF BUILDINGS.

All of the above schools and additions were described in my reports of the last two fiscal years.

The Eugene Field School may be taken as embodying the improvements which we have been able to make through a careful study of our earlier buildings, and represents, perhaps, as near an ideal school building as it is possible to erect. In plan

this building does not differ materially from the Eliot, Monroe and Jackson Schools. One radical departure, however, is that of raising the building up so that the entire basement is above ground, insuring well lighted and ventilated rooms. In this, as in our other later buildings, hard maple has replaced cement for the floors in the hallways, as it was found that the cement floors though presenting excellent wearing surfaces were noisy. As a further precaution against unnecessary noise all class room doors have been hung on heavy, easy working self-closing floor hinges, and are covered with leather. The effect of these changes for good is very noticeable in the Field School.

Through a decision of the City Building Department, we were able to make one other change in the interest of economy, that is the roofs of the later buildings are constructed of heavy timbers and sheathing, in the place of steel and concrete, as in the Sherman, Eliot and Jackson Schools; and although the cost of the Field and Marshall Schools is more than the above mentioned buildings, the Field and Marshall Schools are cheaper. The increase in the cost is due entirely to the advance in the market price of all building materials since our first buildings were let. This advance has averaged at least 25 per cent over the then prevailing prices; in other words if the Field and Marshall Schools are figured upon the bases of prices existing at the time the Sherman, Eliot, Monroe and Jackson Schools were built, the Field and Marshall Schools will be found the cheaper buildings.

PORTABLE BUILDINGS.

The Board has now in constant use twenty (20) Portable School Rooms. They were described in detail in my last report, and seem so fully to meet the purpose for which they were planned as to have attained a national reputation. Full working plans of these rooms have been sent upon application to the school authorities in Boston, New York, Brooklyn, Omaha, St. Joseph, Mo.; Seattle, Washington; Leadville, Colo.; and

Irving, Kentucky, and are in successful use in a number of these cities.

The Department has been called upon recently to move several of these buildings; the cost of moving them, including one coat of paint on the inside and outside of the building, is about \$225.00.

SCHOOL BUILDINGS.

At the close of the fiscal year the Board had in use 87 schools, comprising 124 separate buildings and 7 Portable Buildings. There has been opened 136 new rooms, which together with the rented rooms and Portable Buildings now maintained, less 58 rooms discontinued, makes the total number of rooms now in use 1362; a net increase over last fiscal year of 78 rooms.

During the year many improvements to the older buildings with respect to ventilation and sanitation were undertaken, and it is proposed to continue these improvements as speedily as the resources of the Board will permit. The purpose of the Department being to take up a few of the better buildings each year and make substantial improvements.

Among the more important improvements undertaken during the fiscal year are the following:

Sumner High School.—Two new latrine rooms and latrines; new vent stack; new slate blackboards; brick partition between boiler room and hall; new electric bell and telephone system; new boiler and improvements to the heating system. At a cost of \$11,786.34.

Stoddard School.—New latrine room building; new modern latrines; brick partition between boiler room and stair hall, and heating and ventilating of latrine rooms. At a cost of \$5360.00.

Carr Lane School.—New latrine room building and latrines; new iron fences, and heating and ventilating of latrine rooms. At a cost of \$6186.00.

Divoll School.—Entire new heating and ventilating system for 18 rooms; granitoid floor in basement; plastered basement

ceiling; stationary book cases in 18 rooms; additional slate blackboards; new rear entrances and vestibules and new electric bell system. At a cost of \$14773.24.

Wheatley School.—New iron fences, paving of the yards and laying granitoid sidewalks. At a cost of \$1400.00.

Douglas School.—Entire new heating and ventilating system; granitoid basement floor; plastered basement ceiling; new brick vent flue with cast iron stack; stationary book cases in 12 rooms; additional slate blackboards in 12 rooms; new iron fence on two street sides; new electric bell system; enclosing basement stairs with fireproof wall. At a cost of \$12095.51.

High School.—Entire ventilating system put in working order; picture moulding throughout entire building; new water connection to high service pipe. At a cost of \$2760.00.

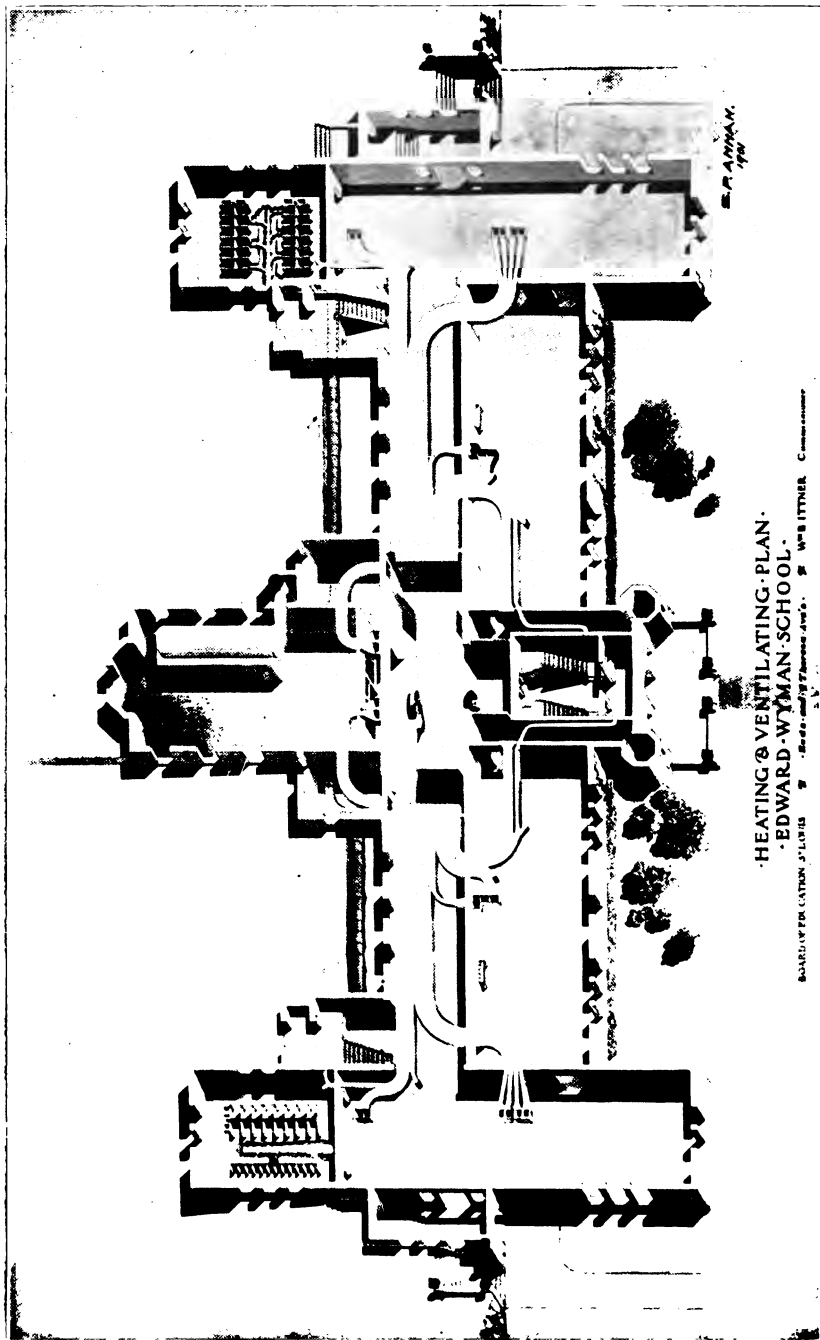
Clay School.—New latrine rooms and latrines; plastered basement ceiling in Kindergarten building; new heat regulation. At a cost of \$4535.00.

Garfield School.—Brick roadway in west yard; new iron fence on two street fronts; granitoid entire basement of old building; plastered basement ceiling in old building; new floor in attic in three buildings; new electric bell system; two new toilet rooms; new ventilation in 6 room building; heat regulation in Kindergarten building. At a cost of \$4862.00.

Humboldt School.—Granitoid basement floor of three buildings; plastered basement ceiling; one new toilet room; brick partition between boiler room and hall. At a cost of \$2435.44.

Irving School.—Granitoid basement floor of main and addition buildings; plastered basement ceiling in 3 buildings; new fire door to boiler room; new air compressor. At a cost of \$1698.90.

Jefferson School.—Plastered ceiling in basement of boiler room and Kindergarten room; increased heating system with new ventilation and heat regulation; safety treads on two iron stairways. At a cost of \$1689.52.



HEATING AND VENTILATING PLAN, EDWARD WYMAN SCHOOL.

Laclede School.—Plastered entire basement ceiling; new front entrance and storm vestibule; brick partition between boiler room and hall. At a cost of \$950.00.

Madison School.—Two new latrine rooms; new iron fences of two street fronts; granitoid basement floor; plastered basement ceiling; extended two brick ventilating stacks from attic floor through roof; brick partition wall between boiler room and hall. At a cost of \$4744.00.

Madison (New) School.—New iron fences. At a cost of \$440.00.

O'Fallon School.—New brick ventilating flue and cast iron stack; new slate blackboards in 12 rooms; plastered basement ceiling; brick partition between boiler room and hall; new electric bell system; increased the heating system and heat regulation. At a cost of \$3378.24.

L'Ouverture School.—New granitoid floor in first floor hall; new hot air chamber with fireproof ceiling; plastered walls and ceiling of fan and hot room; new front entrance and vestibules; stationary book cases in office; new hot air connections for 6 north rooms; new valves on all vent registers; new air compressor; new water service pipe. At a cost of \$1215.50.

Pestalozzi School.—Two new latrine rooms; granitoid floor in basement; plastered basement ceiling; brick partition between boiler room and hall. At a cost of \$4489.00.

Des Peres School.—Additional radiators in hall, at a cost of \$115.00.

Hodgen School.—New wall coils in 12 rooms; new ventilation for 6 east rooms; new air compressor. At a cost of \$1000.00.

Hamilton School.—Tunnel in old building connecting boiler room with coal cellar in alley building. At a cost of \$400.00.

Peabody School.—Put fireproof wall around basement stairs; new toilet room. At a cost of \$341.75.

Marquette School.—New water service pipe, at a cost of \$173.00.

Carroll School.—New toilet rooms, at a cost of \$223.00.

Blair School.—One toilet room in Kindergarten building, at a cost of \$185.00.

Grant School.—Three drinking fountains and down spout shoes, at a cost of \$255.00.

Adams School.—New water service, at a cost of \$95.00.

Shields School.—New tanks for urinal stalls, at a cost of \$100.00.

Lincoln School.—Two new toilet rooms, at a cost of \$207.00.

Crow and Branch School.—Two new toilet rooms, at a cost of \$257.00.

Banneker School.—New water service, at a cost of \$128.00.

Total cost of improvements, \$88285.44.

The tabulated statement herewith presented on page 196 shows the cost of maintaining our school buildings; also the amount expended for various kinds of work at each building during the past fiscal year.

HEATING AND VENTILATION.

The method of heating and ventilating the new school buildings has been fully described in my previous reports.

Upon assuming charge of the department it was found that a great number of the older buildings were inadequately heated, and it was a matter of frequent occurrence to have the school rooms closed during extreme cold weather on account of insufficient heat. Additional radiation and heating surface was provided in such cases. At this time all school buildings are provided with adequate heating appliances and we are now directing our attention particularly to the ventilation of the old school buildings. In a great number of cases the ventilation provided in the erection of the building is totally inadequate and the system must be abandoned entirely; in other cases the vent flues

are too small for efficient service and must be enlarged, and in a number of buildings no provision whatever was made for ventilation when the buildings were erected.

During the past fiscal year ventilation was provided at eight (8) school buildings, and in various schools to the total number of 178 rooms.

It is the purpose of the Department to improve all old buildings in this respect as speedily as possible, and bring them as close to modern requirements as the circumstances in each case will permit.

JANITOR SERVICE.

The Principals' report on the efficiency of the janitor service throughout the schools, with reference to the cleanliness of the buildings, shows it to be in a very satisfactory condition; the service, however, is not entirely satisfactory to this Department with respect to the proper care of the buildings, their heating and ventilation.

Janitors indifferent to these matters are gradually being weeded out and it is hoped by the end of the coming year to have the service everything that could be desired.

TABLE "B,"

Showing the cost of maintaining school buildings:

Field	48 90	3 50	11 23	6 05	25	18 96		
Franklin	18 20	22 71	49 45	4 55	2 15			
Remont	32 33	8 00	21 10	14 00				
Rocheville	60 50	10 45	11 80					
Garfield	933 42	240 65	85 75	15 40	5 56			18 85
Garfield Addition.				21 35				
Grant	105 00	13 51	12 60		10 27	198 00		
Gratiot	14 43	2 46	33 55	8 53	3 09			
Gravels	17 80	7 50	12 60	11 10	2 20	2 50		12 60
Hamilton	31 32	12 00	98 60	5 51	28 35			8 70
Idgen	649 80	91 86	23 10	4 53	1 20			67 95
Lincolnt	68 04	35 30	142 00	36 00	8 30	4 00		19 20
Lincolnt	749 23	104 03						
Living Addition.								
Jackson	8 30	25 63	34 75		60	198 75	11 10	
Jefferson	80 52	110 00	147 57	20 80	15 40			
Jefferson (old)		2 00			90	2 25		4 60
Lacade	284 98	40 00	133 20	19 50		8 50		
Lafayette	38 00	6 05	31 30	22 25				
Lafayette Branch	25 50			10 50				
Lincoln	663 63	65 29	19 05	8 08	1 50	21 64	20 50	8 50
Lincoln Branch	160 00	2 00	62 50	9 70	1 50	15 14		
Longfellow	1,624 98	9 00	61 34	37 89		3 75		
Lowell	412 00	4 00	110 40	11 35	8 32	9 50		
Lyon	222 13	31 10	82 40			48 55		
Madison	668 33	57 86	137 00		17 18	20 76		
Madison (New)	369 20	2 50	9 30		7 37			
Marquette	618 00	8 00	18 25	26 15		11 36		
Meramec	230 96	5 50	6 00	2 45	8 85		16 65	
Monroe	9 98	51 71			10			
Mt. Pleasant	22 04	20 42	\$145 50					
Mt. Pleasant	49 79	14 00						
Mullaphy	3 15	8 00	4 80					
Oak Hill	1 60	32 44	30 70	18 50		3 63		22 00
Oak Hill Branch	10 00	3 00	95 90		50	70		41 75
O'Fallon	257 35	3 50	21 05		15			23 20
Peabody	34 27	105 00	12 77	13 45		1 12		
Penrose	47 50	77 00	12 70	97 90	1 75	32	1 50	
Pestalozzi	371 00	83 85	46 50	1 20				
Pope	244 54	11 95	63 75	19 78	15	23 67		4 60
Riddick	1,224 55	635 50	23 48		8 65			
Rock Spring	37 99	10 93	8 80	16 00	2 20	75		
Roe	5 10	8 95	29 45	3 25				
Shaw	2 60	20 46			35	4 22		
	90 96	15 60	17 29					

TABLE B — SHOWING THE COST OF MAINTAINING SCHOOL BUILDINGS.—Continued.

SCHOOL.	General Repairs.	Heating Appar.	Carpenter Work.	Painting and Glazing.	Whitening and Plastering.	Gas and Fixtures.	Plumbing.	Tin Work.	Compos- tion Roof- ing.	Slate Hooding.	Hardware and Locks.	Black-boards.	Bells.	Hose.	Brick Work.
Shepard		\$ 15 92	\$ 24 47	\$ 10 30	\$ 10 00	.....	\$ 23 15	\$ 17 28	.....	.....	\$ 3 30	\$ 21 44	\$ 1 50	.....	.....
Shepard (new)			9 65	5 10	15 00	.....	.....	30 55	.....	.....	4 20	6 30	2 75	.....	.....
Sherman		30 15	14 70	32 17	.....	144 00	5 19	32 70	.....	59 00	5 65	.....	.....	11 30	.....
Shields		201 10	6 44	3 30	28 15	.....	23 15	32 70	.....	.....	1 70	.....	4 25	1 40	11 50
Stoddard	\$214 34	221 00	20 57	197 30	51 00	.....	108 96	66 78	.....	.....	2 53	.....	.....	.....	.....
Stoddard Branch	531 00	492 50	.....	3 90	8 00	.....	6 00	2 65	.....	.....	1 35	.....	.....	.....	.....
Walnut Park		7 95	55 14	.....	.....	.....	286 65	.....	.....	.....	1 35	.....	.....	.....	.....
Washington		131 05	3 20	5 50	.....	.....	31 76	44 15	.....	.....	35	48 15	39 25	.....	.....
Webster		144 80	.....	5 00	25 00	.....	6 70	5 80	.....	.....	3 65	.....	.....	.....	9 10
Webster (new)		600 00	.....	3 50	65 00	.....	59 45	22 73	.....	.....	35	.....	5 50	.....	6 85
Sumner High	55 00	151 20	16 50	23 55	.....	.....	38 95	4 90	.....	.....	1 75	.....	.....	.....	.....
Aldridge		23 95	10 48	2 50	.....	.....	.....	2 50	.....	.....	1 15	.....	.....	.....	.....
Attucks			3 75	10 45	28 40	.....	.....	.....	.....	.....	10	.....	1 50	.....	146 60
Bunker		234 00	.....	25 50	.....	.....	36 65	6 10	.....	.....	.....	.....	3 50	.....	.....
Bel Air		3 80	.....	.....	5 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deany		26 60	6 18	14 00	20 00	.....	16 70	.....	.....	.....	.....	.....	.....	45	.....
Dessalines	64 00	19 00	12 32	104 00	16 00	.....	13 00	7 47	20 50	.....	65	.....	11 75	.....	.....
Dumas		107 49	14 40	36 75	9 55	.....	42 55	34 51	.....	.....	6 80	5 23	.....	.....	16 00
Garnett		10 25	.....	9 50	15 00	.....	35 70	.....	.....	.....	25	.....	4 00	.....	.....
L'Ouverture		49 08	50 13	20 15	.....	.....	75 96	6 10	.....	.....	1 20	.....	.....	.....	1 20
Simmons		8 76	14 53	14 33	.....	62 00	11 20	14 00	.....	.....	2 80	.....	.....	.....	2 80
Vashon		28 85	8 76	6 00	10 00	.....	24 60	3 50	.....	.....	2 80	.....	.....	.....	50
Wheatley	127 00	1 25	4 25	129 75	.....	.....	103 95	36 47	.....	.....	.....	.....	.....	.....	.....
Board of Education Bldg.		390 01	88 41	181 24	11 50	.....	279 98	19 80	11 50	.....	64 97	.....	324 70	.....	.....
General Repairs		1,289 46	2,296 98	1,207 08	2 10	.....	26 20	13 25	66 98	.....	67 42	21 39	.....	.....	8 00
General Expenses															
" Furniture															
" Superintendence															
Warehouse								12 00	.....	.....	.....	.....	.....	.....	.....
Water License															
Portable Buildings															
Permanent Insurance Fund															
Total	\$12,809 34	\$20,179 76	\$4,511 43	\$5,293 49	\$1,435 60	\$492 80	\$4,768 98	\$1,265 39	\$439 42	\$261 02	\$407 64	\$346 68	\$1,173 25	\$68 85	\$520 45

RECAPITULATION.

REPAIRS.

General repairs	\$ 12,809 34	
Heating repairs	20,179 76	
Carpenter repairs	4,511 43	
Painting and glazing repairs.....	5,293 49	
Whitening and plaster repairs.....	1,485 60	
Plumbing repairs	4,768 98	
Tin work repairs	1,265 29	
Composition roofing repairs	439 42	
Slate roofing repairs	261 02	
Hardware and locks, repairs.....	407 64	
Artificial blackboards repairs.....	346 68	
Bells and wiring repairs.....	1,173 25	
Brick work repairs.....	520 45	
Elevators (Board Building), repairs.....	375 69	
Miscellaneous repairs	2,567 02	
Total.....		\$56,405 06
Rubber Hose	68 85	
Window Shades	909 06	
Total.....		\$57,382 97

EXPENSE.

Hauling	\$ 175 42	
Hauling ashes	1,377 54	
Miscellaneous expense	5,677 62	
Total.....		\$7,239 49

MISCELLANEOUS.

Light, Heat and Power.....	\$ 10,398 87	
Gas Fixtures	492 80	
Vault cleaning	281 55	
Manual Training and Domestic Science.....	573 15	
Permanent Insurance Fund.....	859 33	
Permanent Fund	6,334 55	
Black board account.....	9,795 92	
Superintendence of Buildings.....	7,193 00	
Water License	7,857 00	
Permanent improvements	453,094 36	
Permanent repairs	47,498 15	
Total.....		\$544,378 68
Repairs.....	\$ 57,382 97	
Expense	7,230 49	
Furniture	18,714 63	
Miscellaneous	544,378 68	
Total.....		\$627,706 77

Respectfully submitted,
WM. B. ITTNER,
Commissioner of School Buildings.

ANNUAL REPORT

OF THE

SECRETARY AND TREASURER.

To the Board of Education of the City of St. Louis.

Gentlemen: Pursuant to section IX, of Rule 3, the undersigned, your Secretary and Treasurer, herewith submits the following report, together with statistical tables for the fiscal year ending June 30th, 1900:

RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING JUNE 30, 1900.

The receipts and expenditures, in detail, for the year, are shown by the following statement:

RECEIPTS.	EXPENDITURES.
GENERAL FUND.	
From City Collector--taxes, 1899 \$1,236,923 85	For census\$ 1,000 00
From City Collector--taxes, 1898 and prior 160,572 89	For Contingent Fund--Dept. of Instruction 591 85
From City Collector--merchants' tax 138,215 28	For Contingent Fund--Finance Department (e) 300 00
From City Collector--surplus commissions 4,139 47	For Contingent Fund--Dept. of Buildings (f) 300 00
From railroad tax 92,484 91	For domestic science and manual training (g) 5,538 43
From State School Fund 150,563 73	For examining books and accounts 300 00
From rents collected (a) 69,483 96	For expense 12,976 20
From text books sold (b) 53,964 07	For fuel 22,034 79
From kindergarten supply fees (c) 5,850 50	For furniture 17,250 00
From tuition non-resident pupils (d) 1,345 80	For gas, electric light and power 10,414 42
From interest on current deposits 12,018 49	For insurance (h) 3,395 70
From interest on bills receivable 161 00	For kindergarten supplies 5,787 75
From refund of special taxes 26 75	

(a) Board of Education building, \$22,898.26; other leased property, \$46,585.70.

(b) Receipts from the sale of text-books, \$53,964.07; expended for purchase of text books, \$64,299.57; net expenditures, \$10,335.50.

(c) Supply fees collected, \$5,850.50; paid for the purchase of supplies, \$5,787.75; surplus, \$62.75.

(d) High school, \$822.50; grammar schools, \$523.30.

(e) Unexpended balance deposited in the treasury at the end of the year, \$143.28, leaving a net expenditure of \$156.72.

(f) Unexpended balance deposited in the treasury at the end of the year, \$35.74, leaving a net expenditure of \$264.26.

(g) Teachers' salaries, \$3,848.00; maintenance and equipment, \$1,690.43.

(h) High school, \$1,530.00; Board of Education building, furniture, etc., \$1,010.00; boilers at schools, \$813.20; portable buildings, etc., \$42.50.

RECEIPTS.	EXPENDITURES.
From refund of general taxes assessed against Field and Wyman school sites.....	For manual training (L'Ouverture School).....\$ 310 23
From refund by societies for light consumed..... 62 27	For Permanent Insurance Fund.. 5,000 00
From teachers' salary refunded.. 110 00	For printing..... 9,651 61
From sale and rent of old furniture..... 800 05	For rent of school houses..... 6,794 45
From sale of old copper, etc..... 775 51	For repairs..... 52,043 33
From forfeiture of earnest money..... 1,400 00	For repairs—permanent..... 52,096 95
From wreckage of Simmons School..... 160 00	For salaries—janitors (i)..... 113,817 30
From expense—paid by unknown person and sale of buggy..... 17 10	For salaries—officers (j)..... 49,827 54
From insurance company—for fire damages..... 103 35	For salaries—teachers (k)..... 1,033,062 07
From donation for domestic science purposes..... 100 00	For street sprinkling..... 538 11
From refund of amount drawn for manual training purposes..... 5 65	For supplementary reading..... 5,600 00
From Contingent Fund—Secretary and Treasurer—unexpended balance..... 143 28	For supplies..... 27,802 59
From Contingent Fund—Commissioner of School Buildings—unexpended balance..... 35 74	For taxes—special..... 3,158 39
	For taxes—general..... 29 27
	For transfer to Schopp Bequest Fund..... 1,000 00
	For text-books..... 64,299 57
	For vault cleaning..... 281 55
	For water license..... 7,907 00
	Total for maintenance.....\$1,513,108 00
	For High School.....\$ 2,375 00
	For Adams School..... 16,653 40
	For Arlington School..... 3,239 93
	For Columbia School..... 12,020 75
	For Dozler School..... 30,552 00
	For Elliot School..... 20,330 12
	For Field School..... 35,711 38
	For Fremont School..... 30,728 44
	For Froebel School..... 7,936 00
	For Gratiot School..... 13,843 24
	For Harrison School..... 26,677 00
	For Jackson School..... 45,936 06
	For Longfellow School..... 3,307 00
	For Marquette School..... 12,418 00
	For Monroe School..... 17,133 86
	For Mount Pleasant School..... 26,068 00
	For Riddick School..... 35,388 04
	For Rock Spring School..... 20,012 63
	For Roe School..... 2,736 50
	For Sherman School..... 5,317 34
	For Washington School..... 4,190 00
	For Simmons School..... 21,466 60
	For Wheatley School..... 2,835 60
	For Athletic building..... 690 00
	For gas fixtures, Monroe & Sherman Schools..... 289 50
	For wiring Board of Education building..... 204 50
	For granite sidewalk on Louisiana avenue..... 115 00
	For Gravois School, paving..... 229 50
	For gas fixtures—Fremont, Riddick and Simmons Schools.... 310 55
	For blackboards..... 9,055 72
	For superintendence of new school buildings..... 7,043 00
	For school site in Oak Hill district..... 4,000 00
	For school site in Cote Brillante district..... 5,676 16

(i) Schools, \$104,036.50; Board of Education building, \$9,780.80.

(j) Instruction department, \$17,649.65; Building department, \$15,378.24; Finance and Law department, \$11,100.00; Auditing and Supply department, \$5,600.65.

(k) High school, \$93,453.50; District schools, \$906,485.07; Evening schools, \$8,282.55. Supervision:—Kindergarten (including Normal training), \$4,062.75; Drawing, \$5,400.00; Music, \$5,708.00; Primary Supervision, \$3,945.00; Physical Culture, \$5,730.20.

RECEIPTS.	EXPENDITURES.
	For Field school site—additional... \$ 4,250 00
	For Wyman school site..... 16,000 00
	For Cote Brillante school—addi- tion to site..... 425 00
	For Elleadville school—addition to site 1,751 00
	For plans and specifications for High School (Furlong compro- mise) 2,500 00
	Total for permanent improve- ments\$ 448,406 82
	For transfer to Teachers' Annu- ity Fund 10,367 95
	Total expenditures during the year .....\$1,971,882 77
Total receipts during the year \$1,929,732 55	Cash in treasury June 30, 1900..... 158,658 54
Cash in Treasury June 30, 1899... 200,808 76	
<u>\$2,130,541 31</u>	<u>\$2,130,541 31</u>

PERMANENT FUND.

From bills receivable.....\$ 100 00	For changes in Board of Education building\$ 3,672 65
From fines..... 2,852 11	For services of expert electrician... 100 00
From public library—for refund of one-half the expense of altera- tion on 6th and 7th floors of Board of Education building..... 150 00	
Total receipts.....\$ 3,111 11	Total expenditures.....\$ 3,772 65
Cash in treasury July 1, 1899..... 2,275 99	Cash in treasury June 30, 1900..... 1,614 45
<u>\$ 5,387 10</u>	<u>\$ 5,387 10</u>

PERMANENT INSURANCE FUND.

From General Fund transfer.....\$ 5,000 00	For 15 St. Louis & San Francisco Railroad 4 per cent gold bonds..\$14,137 50
From interest on bonds..... 600 00	For accrued interest on the above.. 298 35
From interest on current deposits... 88 44	For repairing fire damages to Sum- ner High School..... 1,149 33
Total receipts.....\$ 5,719 47	Total expenditures.....\$15,585 18
Cash in treasury July 1, 1899..... 25,000 00	Cash in treasury June 30, 1900..... 15,134 29
<u>\$30,719 47</u>	<u>\$30,719 47</u>

In addition to the cash balance of \$15,134.29 in the German Savings Institution, there are on deposit in the vaults of the St. Louis Safe Deposit Company, 15 St. Louis & San Francisco Railroad (Central Division) 4 per cent gold bonds of the cash value of \$14,137.50.

SCHOPP BEQUEST FUND.

From General Fund—transfer.....\$ 1,000 00	For one St. Louis & San Francisco Railroad 4 per cent gold bond... 942 50
From interest on bonds..... 40 00	For accrued interest..... 19 87
	Total expenditures..... 962 37
	Cash in treasury June 30, 1900..... 77 63
<u>\$ 1040 00</u>	<u>\$ 1040 00</u>

There is on deposit in the vaults of the St. Louis Safe Deposit Company, one St. Louis & San Francisco Railroad (Central Division) 4 per cent gold bond of the cash value of \$942.50, making the aggregate amount to the credit of said fund \$1,020.13.

TEACHERS' ANNUITY FUND.

From General Fund—transfer.....\$10,367 95	Expenditures, none.
	Cash in treasury June 30, 1900.....\$10,367 95
<u>\$10,367 95</u>	<u>\$10,367 95</u>

**STATEMENT SHOWING THE INCREASES AND DECREASES
IN THE RECEIPTS AND EXPENDITURES OF THE
GENERAL FUND, AS COMPARED WITH
THE PREVIOUS YEAR.**

Increases.		RECEIPTS.	
Taxes—general		\$18,731	25
Taxes—railroad		33,191	27
Taxes—merchants and manufacturers		11,832	03
Rents collected		13,262	84
Interest on bills receivable.....		56	00
State School Fund.....		2,787	90
Total		\$79,861	39

Decreases.			
Interest on current deposits.....	\$ 7,728	86	
Tuition of non-resident pupils.....	453	25	
Kindergarten supply fees (net).....	61	75	
Sundries	674	78	
			8,918 64

Increase in receipts over preceding year.....\$70,942 75

Increases.		EXPENDITURES.	
Contingent Fund—Instruction Dep't.....	\$	116	85
“ “ Building Department		264	26
Expense		300	01
Furniture		694	01
Insurance		2,401	40
Manual training—L'Ouverture school		149	50
Domestic science and manual training.....		1,160	76
Printing		1,479	96
Repairs and reconstruction.....		24,809	49
Salaries of janitors		7,841	38
Salaries of officers.....		1,949	39
Salaries of teachers		24,570	49
Supplementary reading		776	60
Supplies		11,305	34
Taxes—special		558	72
Vault cleaning		14	57
Water license		3,028	90
Total		\$82,118	88

Decreases.			
Census	\$ 3,995	00	
Contingent Fund—Finance Dep't (net).....	42	18	
Examining books	100	00	
Fuel	2,214	19	

Gas, electric light and power.....	\$ 1,261 30	
Rent of school houses.....	2,278 15	
Sanitary inspection	500 00	
Street sprinkling.....	261 16	
Taxes—general	196 04	
Text-books	27,504 25	
		<u>\$38,352 27</u>
Increase over preceding year.....		\$43,766 61

The payments on contracts for new school buildings and additions during the year 1899-1900 were \$47,453.71 less than those of the previous year; there was also a decrease in the blackboard account and for superintendence of buildings, of \$944.28 and \$928.00 respectively; while the school site account shows an increase of \$27,127.16.

DELINQUENT TAXES.

The following statement shows the amount of delinquent tax bills in the hands of the City Collector at the end of the fiscal year, June 30th, 1900, levied for the benefit of the public schools of this city:

For the
Years:—

1899—Tax bills charged to the City Collector (including \$92,484.91 for railroad taxes assessed).....	\$1,498,043 09
Interest collected	1,339 95
Total	<u>\$1,499,383 04</u>
Amount stricken off by Comptroller....	\$8,443 64
Commissions retained	6,942 41
	<u>15,386 05</u>
Balance	<u>\$1,483,996 99</u>
Cash paid into the Board's Treasury:	
General taxes	\$1,236,923 85
Railroad taxes	92,484 91
	<u>1,329,408 76</u>
Balance uncollected tax-bills for the year 1899....	\$ 154,588 23
1898	82,262 27
1897	48,753 38
1896	32,241 27
1895	22,971 49
1894	12,511 31
1893	7,663 81
1892	7,103 26
1891 and prior.....	<u>30,038 04</u>
Total delinquent taxes.....	<u>\$398,133 06</u>

Mary E. Haydel	12	160	Broadway, bet. Gratiot & Cerce.....	25.2%	1510	June 1, 1890 1897	100 00
Mary E. Haydel	13	160	Broadway, " " " " " " " " " "		1532	October 22, 1899 1896	151 25
Louis T. Haydel	14	160	Broadway, " " " " " " " " " "		1775	July 22, 1899 1906	150 00
Mary E. Haydel	15	160	Broadway, " " " " " " " " " "		1532	April 22, 1896 1906	172 50
Albert Henry	16	160	Broadway, " " " " " " " " " "		1528	April 22, 1896 1906	130 00
Wm. Walsh	17	160	Fourth, " " " " " " " " " "		1528	September 19, 1892 1902	195 00
Mary A. Walsh	18	160	Fourth, " " " " " " " " " "		1569	September 19, 1892 1902	195 00
Mary A. Walsh	19	160	Fourth, " " " " " " " " " "		1570	September 19, 1892 1902	195 00
Francis L. Haydel, Admr.	20	160	Fourth, " " " " " " " " " "		1570	September 19, 1892 1902	195 00
Edmund Meyrose	21	160	Fourth, " " " " " " " " " "		1498	October 12, 1899 1899	105 00
Ferdinand Meyrose	22	160	Fourth, " " " " " " " " " "		1498	October 12, 1899 1899	105 00
Ferdinand Meyrose	23	160	Fourth, " " " " " " " " " "		1468	October 12, 1899 1899	145 87
Ferdinand Meyrose	24	160	Fourth, " " " " " " " " " "		1545	September 25, 1891 1901	144 80
Ferdinand Meyrose	25	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
St. Louis R'frg & Wooden	26	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	27	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	28	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	29	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	30	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	31	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	32	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	33	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	34	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	35	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	36	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	37	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	38	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	39	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	40	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	41	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	42	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	43	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	44	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	45	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	46	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	47	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	48	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	49	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	50	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	51	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	52	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	53	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	54	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	55	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	56	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	57	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	58	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	59	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	60	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	61	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	62	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	63	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	64	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	65	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	66	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	67	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	68	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	69	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	70	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	71	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	72	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	73	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	74	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	75	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	76	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	77	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	78	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	79	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	80	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	81	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	82	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	83	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	84	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	85	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	86	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	87	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	88	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	89	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	90	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	91	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	92	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	93	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	94	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	95	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	96	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	97	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	98	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	99	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	100	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	101	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	102	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	103	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	104	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	105	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	106	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	107	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	108	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	109	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	110	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	111	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	112	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	113	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	114	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	115	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	116	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	117	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	118	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	119	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	120	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	121	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	122	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	123	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	124	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	125	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	126	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	127	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	128	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	129	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	130	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	131	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	132	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	133	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	134	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	135	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	136	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	137	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	138	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	139	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	140	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	141	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	142	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	143	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	144	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	145	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	146	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	147	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	148	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	149	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	150	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	151	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	152	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	153	160	Fourth, " " " " " " " " " "		1464	October 12, 1899 1899	115 00
Gutter Co.	154	160	Fourth, " " " " " " " " " "		1464	October 12,	

LIST OF LEASED LANDS—Continued.

NAME OF LESSEE.	DESCRIPTION OF PROPERTY.			No. of Lease	Lease Begins.	Lease Expires.	Annual Rent.	Valuation per foot Front.
	Lot.	City Block.	Street on which Lot Fronts.					
Henry Andreas.....	N pt E	585	Elighth, bet. O'Fallon & Cass av.....	1645	September 10, 1897	1907	\$ 162 00	\$ 45 00
Abraham Harris.....	A	585	Ninth, " " " " " " " " " " " " " "	1785	August 18, 1899	1909	90 00	50 00
Michael Pearlman.....	B	585	Ninth, " " " " " " " " " " " " " "	1810	August 1, 1900	1910	60 00	50 00
Ide A. King.....	pt C	585	Ninth, " " " " " " " " " " " " " "	1590	February 23, 1893	1903	33 86	42 00
John C. King.....	pt C	585	Ninth, " " " " " " " " " " " " " "	1744	June 11, 1898	1908	85 05	52 50
Bridget McDermott.....	pt C	585	Elighth, " " " " " " " " " " " " " "	1678	October 15, 1897	1907	55 20	46 00
Kate Ingalls.....	pt C	585	Elighth, " " " " " " " " " " " " " "	1686	October 15, 1897	1907	55 20	46 00
Francis McCarty.....	pt C	585	Elighth, " " " " " " " " " " " " " "	1683	October 15, 1897	1907	52 67	46 00
Francis McCarty.....	pt C	585	Elighth, " " " " " " " " " " " " " "	1671	October 15, 1897	1907	52 67	46 00
Francis McCarty.....	pt C	585	Elighth, " " " " " " " " " " " " " "	1671	October 15, 1897	1907	52 67	46 00
Aug. Laumann.....	pt C	585	Tenth, " " " " " " " " " " " " " "	1740	August 1, 1898	1908	109 57	45 00
Sophia Goessling.....	pt C	586	Tenth, " " " " " " " " " " " " " "	1751	January 1, 1898	1908	59 20	45 00
Jos. Sprengelmeyer.....	pt C	586	Tenth, " " " " " " " " " " " " " "	1706	February 1, 1898	1908	109 80	45 00
Mary Brookland.....	pt C	586	Tenth, " " " " " " " " " " " " " "	1743	January 5, 1898	1908	108 00	45 00
Pat. D. Connolly.....	pt C	586	Ninth, " " " " " " " " " " " " " "	1729	June 15, 1897	1907	70 20	45 00
Clara E. Biebusch.....	pt C	586	Ninth, " " " " " " " " " " " " " "	1657	June 15, 1897	1907	81 00	45 00
Benj. Burenstein.....	pt C	586	Ninth, " " " " " " " " " " " " " "	1658	June 15, 1897	1907	81 00	45 00
Fred. Wulf.....	pt C	586	Ninth, " " " " " " " " " " " " " "	1662	June 15, 1897	1907	81 00	45 00
Fred. Hohmann.....	pt C	586	Ninth, " " " " " " " " " " " " " "	1663	June 15, 1897	1907	81 00	45 00
Emma Boerger.....	pt C	586	Ninth, " " " " " " " " " " " " " "	1664	July 1, 1897	1907	114 58	45 00
Wm. Brinker.....	pt C	586	Tenth, " " " " " " " " " " " " " "	1611	March 15, 1894	1904	75 00	50 00
George Becht.....	pt C	586	Tenth, " " " " " " " " " " " " " "	1691	February 1, 1898	1908	60 75	45 00
Robt. P. McNulty.....	pt C	587	Tenth, " " " " " " " " " " " " " "	1596	January 10, 1894	1904	82 18	45 00
Catherine Schmidt.....	pt C	587	Tenth, " " " " " " " " " " " " " "	1553	December 2, 1891	1901	56 25	37 50
Wm. Simon.....	pt C	587	Tenth, " " " " " " " " " " " " " "	1805	February 19, 1900	1910	81 00	45 00
Wm. Murphy.....	pt C	587	Tenth, " " " " " " " " " " " " " "	1713	August 12, 1897	1907	81 00	45 00
Daniel Flynn.....	pt C	587	Tenth, " " " " " " " " " " " " " "	1688	October 13, 1897	1907	54 00	45 00
Ann McNulty.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1684	October 10, 1896	1906	87 00	45 00
Frank Piskorski.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1706	February 13, 1897	1907	45 90	45 00
Margaret Woods.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1712	October 13, 1897	1907	45 90	45 00
Wm. H. Wrigley.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1683	October 13, 1897	1907	54 00	45 00
Peter Adams.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1687	September 5, 1897	1907	67 50	45 00
James Clancy.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1679	September 5, 1897	1907	67 50	45 00
Kate Riekeley.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1794	December 1, 1899	1909	45 00	45 00
Marct. Krantz.....	pt C	587	Eleventh, " " " " " " " " " " " " " "	1668	August 3, 1897	1907	94 48	45 00

* \$46.00 per foot for land with improvements.

Abram Sosna.....	587	Eleventh, bet. "	25	1771	November 24, 1888 1908	67 50	45 00
Bridget T. O'Connor.....	587	Eleventh, "	32 9	1776	August 11, 1888 1908	67 50	45 00
Henry Marcellus.....	588	Eleventh, "	32 9	1757	November 1, 1888 1908	88 42	45 00
John Seaver.....	588	Twelfth, "	25	1691	November 20, 1887 1907	75 00	50 00
Annie Lusk.....	588	Twelfth, "	25	1709	November 20, 1887 1907	71 25	47 50
Emma Schwalbe.....	588	Twelfth, "	25	1709	November 20, 1887 1907	71 25	47 50
Minnie Vastefier.....	588	Twelfth, "	40 5 1/2	1715	November 20, 1887 1907	121 25	50 00
Luise Vastefier.....	588	Twelfth, "	25	1715	October 6, 1888 1908	67 50	25 00
August Schwabe.....	588	Eleventh, "	25	1681	September 22, 1887 1907	67 50	45 00
Johanna Dravacke.....	588	Twelfth, "	25	1762	March 22, 1889 1909	67 50	45 00
Wm. Schneider and Solomon Goldstein.....	589	Twelfth, "	20	1773	March 22, 1889 1909	60 00	50 00
Wm. Schneider et al.....	589	Twelfth, "	30	1718	January 15, 1888 1908	60 00	50 00
Chas. Zobel.....	589	Twelfth, "	25	1763	March 22, 1889 1909	67 50	45 00
Mary Madden.....	589	Thirteenth, "	25	1720	November 5, 1887 1907	57 75	38 50
Annie Ryan.....	589	Thirteenth, "	35	1903	August 5, 1888 1907	84 00	40 00
Margaret Mullaly.....	589	Thirteenth, "	25	1621	September 20, 1884 1904	60 00	40 00
Fred Fischer.....	589	Thirteenth, "	25	1621	August 11, 1887 1907	60 00	40 00
Cath. Schrader.....	589	Thirteenth, "	25	1723	November 20, 1887 1907	64 60	38 50
Mary Hensick.....	589	Thirteenth, "	27 5	1723	November 20, 1887 1907	64 60	38 50
Chas. Schilling.....	590	Thirteenth, "	25	1721	September 15, 1887 1907	57 75	38 50
Jas. Boyle et al.....	590	Thirteenth, "	25	1715	September 22, 1887 1907	57 75	38 50
Louis Cosgrave.....	590	Thirteenth, "	25	1722	September 22, 1887 1907	57 75	38 50
Ellen Cosgrave.....	590	Thirteenth, "	25	1618	October 10, 1884 1904	67 50	45 00
John L. Carmody.....	590	Thirteenth, "	90	1719	October 10, 1887 1907	270 90	38 50
Pat Heagan.....	590	Fourteenth, "	21	1700	September 15, 1887 1907	133 55	42 50
Jonathan Chesley.....	590	Fourteenth, "	45 5 1/2	1670	February 1, 1889 1909	122 24	42 50
Bernardine Dierker.....	591	Fourteenth, "	25	1756	February 1, 1889 1909	60 00	40 00
Fred Wittler.....	591	Blair Av. "	27 5 1/2	1709	November 5, 1887 1907	163 00	42 50
Ike Kopman.....	591	Blair Av. "	23	1768	April 5, 1889 1909	69 96	42 50
Israel Pinkman.....	591	Blair Av. "	25	1753	July 13, 1888 1908	58 66	42 50
Jane O'Toole.....	591	Fourteenth, "	50	1692	October 10, 1887 1907	120 00	40 00
Cornelius Curtin.....	591	Fourteenth, "	30	1540	May 12, 1891 1901	63 00	35 00
Bridget Hogan.....	591	Fourteenth, "	21	1694	October 20, 1887 1907	60 40	40 00
Jas. H. Fenlon.....	591	Fourteenth, "	21 8 1/2	1705	November 5, 1887 1907	52 12	40 00
Henry Trimpe.....	591	Blair Av. "	30	1682	October 20, 1887 1907	76 52	42 50
Caroline Wischen.....	592	Blair Av. "	25	1752	September 9, 1888 1908	63 72	42 50
Dietrich Bergmann.....	592	Blair Av. "	35	1764	May 12, 1891 1901	89 25	42 50
Edw. Wischen.....	592	Blair Av. "	30	1702	November 20, 1887 1907	76 50	42 50
Chas. Gray.....	592	Blair Av. "	45 5 1/2	1579	January 5, 1889 1903	122 73	42 50
H. R. Krefesman.....	592	Blair Av. "	25	1638	June 24, 1886 1906	60 00	40 00
Elizabeth Fishbeck.....	592	Fifteenth, "	25	1703	December 10, 1887 1907	60 00	40 00
Eliza Goodhart.....	592	Fifteenth, "	60	1672	August 11, 1887 1907	153 00	42 50
Emile Uhl and Ida Rose.....	592	Fifteenth, "	53 5	1717	January 5, 1888 1908	141 36	42 50
John G. McNair.....	608	Eighth & Howard.....	36 3	1635	March 26, 1886 1906	163 12	75 00

LIST OF LEASED LANDS—Continued.

NAME OF LESSEE.	DESCRIPTION OF PROPERTY.			No. of Lease.	Lease Begins.	Lease Expires.	Annual Rent.	Valuation per foot Front.
	Lot.	City Block.	Street on which Lot Fronts.					
Melchior Wagner.....	16	1838	Dickson, bet. Cleary av. & 23d.....	1635	October 15, 1897	1907	\$ 56 00	\$ 33 33
John Dockery.....	17	1838	Dickson, ".....	1633	July 16, 1896	1906	103 00	33 33
Timothy Maloney, Lizzie M. Maloney.....	7	1839	Dickson, bet. 23d & 24th.....	1649	December 12, 1896	1906	84 00	40 00
Bridget Meehan.....	10	1839	Dickson, ".....	1739	July 24, 1896	1906	31 50	27 00
Alice Toomey.....	1	1840	Dickson, bet. 24th & 25th.....	1724	April 12, 1896	1906	66 00	(2) 40 00
James Burke.....	3	1840	Dickson, ".....	1617	August 1, 1894	1904	60 00	40 00
John J. Mumpton.....	13	1902	St. Louis & Leffingwell.....	1786	July 10, 1899	1904	75 00	50 00
Goesse & Remmers.....	1	2276	Chouteau av. & Armstrong.....	1556	July 1, 1892	1902	217 50	72 50
Philip & Marg't McKnight.....	23	2345	Malden Lane, bet. 22d & 23d.....	1776	June 3, 1899	1909	98 79	40 00
Philip & Marg't McKnight.....	Ex 24	2345	Malden Lane, ".....	1655	January 9, 1897	1907	30 00	20 00
Sarah E. Hoffman.....	E pt 25	2345	Malden Lane, ".....	1778	August 16, 1899	1909	21 60	20 00
John Travis.....	W pt 26	2345	Malden Lane, ".....	1777	August 16, 1899	1909	38 40	20 00
Edward Walsh.....	W pt 26	2345	Malden Lane, ".....	1758	February 1, 1899	1909	30 00	20 00
Chas. Walmer.....	W pt 26	2346	Malden Lane, bet. 23d & 25th.....	1686	September 15, 1897	1907	33 75	22 50
Elizabeth Smith.....	Ex 43	2347	Malden Lane, bet. 25th & Jefferson av.....	1726	February 23, 1896	1906	126 00	(3) 50 00
Christ Drewes.....	W pt 43	2347	Malden Lane, ".....	1701	November 9, 1897	1902	50 00	(4) 22 00
George Higgins.....	W pt 46	2347	Malden Lane, ".....	1818	June 2, 1900	1910	30 00	22 00
Timothy O'Brien.....	W pt 50	2347	Malden Lane, ".....	1791	August 23, 1899	1909	30 00	20 00
Julia Colony.....	W pt 52	2347	Malden Lane, ".....	1599	April 14, 1894	1904	37 50	25 00
Chas. Lamm.....	U. S. Sur. T. p. 45		St. Louis County.....	1711	December 14, 1897	1902	45 00	(3) 50 00
Peter Rasmussen.....	U. S. Sur. T. p. 45		St. Louis County.....	1704	November 7, 1897	1902	80 00	(3) 50 00

* \$1,100.00 for land.

* \$2,100.00 for land and improvements.

* \$750.00 for land.

* \$1,333.33 for land.

* \$33.33 per front foot (including improvements).

During the past year, the Board authorized the issue of thirty-six leases, two being on property not theretofore leased, and thirty-four being renewals of former leases. The new valuations placed on the property will insure an increase in the rent account of \$1,293.01 per annum. The lessees, with few exceptions, continue to be prompt in the payment of their rents, and the amount in arrears is comparatively small.

The provisions requiring the lessees to pay the general taxes assessed against the property leased, have been generally complied with, and the tax records in the Collector's office show only a small amount of delinquent taxes due by lessees of the Board.

LIST OF UNLEASED LANDS BELONGING TO THE BOARD JUNE 30, 1900.

City Block	STREET ON WHICH LOT FRONTS.	Lot.	FRONT.		DEPTH		To What Fund Belonging.	REMARKS.
			Feet.	Inches.	Feet.	Inches.		
109	Fourth, bet. Cerre and Poplar sts.	1 & 2	66	.....	114	.....	Permanent.	Partly improved; rented to monthly tenant.
202	Rutger and Merchant sts., bet. 2d & 3d sts.	1	53	.....	126	.....	Permanent.	Vacant.
202	West side 2d st., bet. Rutger st. & Park av.	23, 24 & 25	30	.....	129	.....	Permanent.	Old Summer High School, used for warehouse purposes.
437	West side 11th, bet. Spruce and Poplar sts.	6 to 11	75	.....	152	.....	General....	Vacant.
572	East side 15th, bet. Cass av. & O'Fallon st.	S pt E	25	.....	127	6	Permanent.	Vacant.
651	North side Mound, bet. 8th & 10th sts.	H 46	25	8 1/4	127	6	Permanent.	Vacant.
858	First & Front, bet. Convent & Rutger sts.	.....	256	1 1/4	302	6	Permanent.	Partly improved; rented to monthly tenant at a nominal rate.
892	East side 9th, bet. Dorcas & Pestalozzi sts.	3	27	2 1/4	128	11	General....	Partly improved; rented to monthly tenant at a nominal rate.
1355	West side California av., bet. Russell av. and Accomac st.	38	25	.....	125	.....	General....	Vacant.
1478	West side Minnesota av., bet. Junliata and Arsenal sts.	23 & 24	50	.....	125	.....	General....	Vacant.
1836	East side 22d st., bet. Dickson st. & Cass av.	.....	4	6	127	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	58	50	.....	12	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	60	50	.....	12	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	64	50	.....	12	6	Permanent.	Vacant.
2327	South side Maiden Lane, bet. 25th st. and Jefferson av.	W pt 66	8 m. or l.	.....	12	6	Permanent.	Vacant.
2329	South side Maiden Lane, bet. 22d and 23d sts.	78	50	.....	12	6	Permanent.	Vacant.
2329	South side Maiden Lane, bet. 22d and 23d sts.	79	50	.....	12	6	Permanent.	Vacant.
2332	South side Maiden Lane, bet. 19th and 20th sts.	W pt 90	14	.....	12	6	Permanent.	Vacant.
2332	South side Maiden Lane, bet. 19th and 20th sts.	91	50	.....	12	6	Permanent.	Vacant.
2332	South side Maiden Lane, bet. 19th and 20th sts.	92	50	.....	12	6	Permanent.	Vacant.

	E pt 38 2, 3 & 4	44 m. or l.	12	6	Permanent.	Vacant.
2333 South side Maiden Lane, bet. 19th and 20th sts.....	.....	150	130	.....	Permanent.	Vacant.
2341 North side Maiden Lane, bet. 19th and Hogan sts.....	.....	38 20	95	4 1/4	General....	Old Jackson School, used for warehouse purposes. Vacant.
2327 Bowen, Northwest cor. Virginia av.....	.....	59	140	.....	General....	Vacant.
3590 North side Margaretta av., bet. Fair and Sophia avs.....	3 & 4	59	140	.....	General....	Vacant.
3590 North side Margaretta av., bet. Fair and Sophia avs.....	5 & 6	59	140	.....	General....	Vacant.
3590 North side Margaretta av., bet. Fair and Sophia avs.....	7 & 8	60 210	140 186	.....	General....	Vacant.
4750 Watson Road, bet. Tyler and Scanlan avs.....	.....	183	288	4 3/4 7 3/4	General....	Vacant.

IN St. Louis County.—Lots 5, 6, 27, 33, 34, 39, 42, and half of 57 (Quinette's subdivision, 60.23 acres near Meramec station), General Fund.
Lot 4, Dorsett Farm, Tp. 46, Sec. 24, N. R. 4 E., 39.61 acres.

As is shown by the above list of unleased lands, a very small portion of the Board's property of great value, remains unproductive of revenue. The old Sumner High School property is still used by the Board for warehouse purposes. Being situated in an excellent wholesale business district, there will be demand for this property in the near future, which will make it possible for the Board to lease the same on favorable terms for a long period of years or dispose of it by sale at a fair valuation.

The tract of land containing about one acre, situated on Watson Road, between Tyler and Scanlan Aves., was formerly the Grand View School site. Several years ago, the building was destroyed by fire and since said time the site has remained unoccupied. In view of the fact that the land cannot be leased to advantage, it seems advisable to reserve the same for a school site and, it is therefore suggested that the proper officers be authorized to make the necessary entries on the books of the Board, transferring said property to the School Site Account.

The vacant property situated on the southwest corner of Olive and Whittier Streets, which had been on the list of unproductive real estate for many years past, was sold during the year for \$10,000.00 cash, and the amount placed to the credit of the Permanent Fund.

In addition to the unleased lands, as listed above, the Board owns a piece of property situated just north of the Marquette School, being separated therefrom by an alley. The lots are located in a choice residence section of the city, and front 95 feet $7\frac{1}{2}$ inches on the south line of Westminster Place by a depth of 142 feet 6 inches. As the land will probably never be utilized as a part of the Marquette School site, it would be to the Board's advantage to sell the property as soon as a favorable offer to purchase is received, and to properly invest the proceeds thereof.

BOARD OF EDUCATION BUILDING.

Since the beginning of the present fiscal year, it has been possible to rent to good and reliable tenants nearly all the un-

occupied rooms in the Board of Education building. Of those not yet rented only two remain vacant, three being occupied by the Drawing department, Kindergarten department and the Primary Supervisors.

The amount realized annually from rentals is now \$27,890.00. Taking into consideration the floor space occupied by the several departments of the Board, and making a liberal allowance for the use of the same, it is evident that the Board is now receiving a fair income on the amount invested in the Board of Education building and site.

STATUS OF THE PERMANENT FUND, AT THE END OF THE
FISCAL YEAR—JUNE 30, 1900,

As appearing upon the books of the Board and based upon an appraisal made in the year 1893, of the real estate owned by the Board:

Real Estate (leased and unleased).....\$986,953 55
Board of Education Building:

Cost of building.....	\$397,786 10	
Site	143,123 98	
		540,910 08

Total	\$1,527,863 63
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Add value of land belonging to the Permanent Fund on which the following school buildings have been erected:

Dozler—dwelling house and site adjoining school, bought for school purposes.....	\$ 6,500 00
Fremont	11,550 00
Hamilton	4,000 00
Humboldt—one-half of value of site.....	4,462 50
Jackson (old)	3,750 00
Lyon	9,000 00
Marquette	24,000 00
O'Fallon	5,775 00
Riddick	9,140 00
Field (in part).....	19,000 00
	97,177 50

Total	\$1,625,041 13
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Cash in Treasury June 30th, 1900.....	1,614 45
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Grand total	\$1,626,655 58
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FINES.

During the year, the following amounts derived from fines, etc., were deposited to the credit of the Permanent Fund, the same having been collected by the —

Clerk Court of Criminal Correction.....	\$2,168 61
Clerk Circuit Court for criminal cases.....	625 00
Sheriff	26 00
Clerk Circuit Court.....	25 00
Constable 9th district.....	5 00
Constable 4th district.....	1 50
Clerk Probate Court.....	1 00
Total	\$2,852 11

TUITION.

Tuition fees were collected from non-resident pupils attending the High School, amounting to \$822.50, and from those attending the district schools, \$523.30. For many years past, the tuition fee for non-residents has been \$50.00 per annum at the High School and \$20.00 per annum at the district schools. The advisability of increasing these charges should be considered by the Board, inasmuch as the average cost to the Board of these non-resident pupils is greatly in excess of the present fee.

DETAILED STATEMENT OF THE *EXPENDITURES FOR MAINTENANCE OF EACH SCHOOL,
FOR THE YEAR ENDING JUNE 30, 1900—Continued.

	Teachers' Salaries.	Janitors' Salaries.	Fuel.	Gas.	Cleaning Vaults.	Rent.	Supplies.	Free Text Books.	Supplement-ary and Reference Books.	Sundries.	Totals.
Elleardville	15,032 65	1,390 00	283 71	.....	.....	432 00	41 71	76 09	20 85	135 52	17,466 88
Franklin	9,063 05	1,200 00	206 34	221 10	.....	.....	39 56	128 28	66 00	378 57	11,091 73
Fremont	13,265 90	1,511 70	493 73	110 96	.....	.....	93 53	494 37	78 00	378 57	16,355 79
Froebel	6,352 25	780 00	118 43	3 60	.....	275 00	24 50	56 26	45 60	164 02	7,819 66
Gardenville	1,627 20	360 00	70 01	.....	.....	.....	5 30	5 40	15 60	15 61	2,069 12
Garfield	15,355 85	1,500 00	307 90	28 70	.....	.....	89 34	140 35	118 00	214 35	17,834 49
Grant	9,127 55	750 00	172 92	.....	.....	.....	81 04	102 04	78 00	137 21	10,934 16
Gratoot	6,377 60	680 00	157 62	.....	61 12	.....	31 75	77 73	73 80	7,595 51	
Gravois	2,336 20	380 00	66 34	.....	.....	.....	18 25	48 65	73 80	3,890 88	
Hamilton	3,859 40	900 00	190 17	15 20	.....	.....	26 70	48 51	45 60	73 74	11,165 39
Harrison	3,843 85	540 00	228 16	.....	.....	.....	13 69	48 45	45 60	56 77	3,978 52
Hodgen	16,825 13	1,707 50	372 60	90 68	.....	123 85	46 71	100 97	133 40	2,692 45	21,771 23
Humboldt	13,871 33	1,740 00	270 60	11 70	.....	.....	46 71	160 90	133 40	58 11	15,856 42
Irving	17,205 90	1,740 00	334 35	53 10	.....	.....	93 56	78 56	119 40	390 15	20,639 38
Jackson	11,542 63	1,386 00	349 51	28 50	.....	.....	46 18	123 75	106 80	236 54	13,679 38
Jefferson	21,510 63	1,850 30	429 57	283 30	.....	.....	46 33	193 72	84 00	211 43	24,475 80
Jones	8,739 90	700 00	178 70	67 30	.....	.....	29 60	45 17	60 00	110 63	10,001 30
Lafayette	12,283 35	1,200 00	239 31	9 80	.....	.....	42 82	66 87	60 00	29 57	13,937 12
Lincoln	9,229 20	780 00	197 21	47 90	.....	.....	61 89	115 43	104 40	55 77	16,286 83
Lincoln Branch	4,059 50	600 00	154 25	18 80	45 90	321 60	.....	.....	.....	44 52	.....
Longfellow	7,243 23	686 00	157 75	.....	.....	.....	30 93	104 86	81 60	17 43	8,376 70
Lowell	9,576 00	840 00	178 53	11 03	.....	.....	94 61	116 75	61 60	36 23	10,873 45
Lyon	13,960 44	1,410 00	285 74	40 90	.....	.....	109 79	174 37	88 80	88 77	16,563 81
Madison	9,128 15	780 00	145 32	61 30	.....	.....	46 88	224 84	116 40	43 55	19,837 44
Madison, new	3,302 90	780 00	151 30	25 40	.....	.....	.....	.....	.....	41 40	.....
Marquette	1,485 95	1,485 65	438 97	64 90	3 70	.....	55 97	115 08	109 20	252 84	18,371 65
Maramec	5,675 96	630 00	226 61	3-00	.....	.....	21 03	58 92	57 60	51 64	6,623 45
Monroe	12,871 90	1,584 65	398 23	19 10	.....	.....	262 29	880 96	222 30	310 70	16,646 17
Mount Pleasant	4,093 45	128 76	123 68	1 32	.....	285 00	23 34	180 65	31 20	26 95	5,370 77
Oak Hill	6,904 55	611 35	159 48	.....	20 10	300 00	15 19	41 50	50 40	320 45	8,485 27
O'Fallon	9,544 55	1,020 00	226 67	17 00	32 40	.....	74 26	90 40	57 60	112 57	11,142 85
Peabody	14,288 75	1,320 00	262 78	7 80	.....	.....	43 46	172 44	115 20	72 27	16,279 70
Pearson	12,947 00	1,280 00	292 69	22 10	.....	.....	68 62	157 12	78 00	207 25	15,032 78
Pestalozzi	9,119 80	780 00	161 98	25 70	.....	.....	20 48	126 49	31 20	36 55	10,302 20

Pope	18,151 10	1,560 00	287 77	34 80	.....	360 00	48 40	80 90	110 40	20,743 96
Riddick	14,624 96	1,635 00	364 74	6 40	.....	148 00	81 26	143 60	100 80	17,390 24
Rock Spring	6,289 90	750 00	316 69	.....	.....	750 00	37 45	88 96	178 11	8,482 42
Roe	5,705 45	600 00	164 37	.....	.....	.....	25 54	81 31	71 40	6,689 44
Shaw	8,472 60	725 00	223 99	.....	60 40	.....	27 54	65 92	69 60	9,753 83
Shepard, new	6,464 50	780 00	151 26	.....	.....	35 00	51 49	70 91	98 40	14,815 68
Shepard, old	6,305 05	715 00	90 43	.....	.....	.....	364 06	893 15	224 70	16,440 65
Sherman	12,501 60	1,618 95	392 28	27 90	.....	.....	98 88	304 84	78 00	248 39
Shields	15,775 65	1,525 05	341 68	74 40	.....	.....	58 61	61 05	138 00	19,611 26
Stoddard	17,243 25	1,655 00	338 84	25 90	.....	.....	37 48	30 85	20 40	2,581 22
Walnut Park	1,763 40	330 00	83 03	.....	4 41	300 00	13 60	132 07	78 00	514 52
Washington	9,473 80	815 80	262 69	41 50	.....	.....	59 00	22 00	112 80	11,355 01
Webster	17,238 65	1,620 00	299 01	46 10	.....	.....	25 12	27 64	.....	19,829 55
Wesner High	10,670 85	1,200 00	175 44	34 42	.....	.....	18 85	76 21	4 80	13,138 00
Alridge	700 00	240 00	29 20	.....	.....	.....	4 62	2 45	.....	981 87
Attucks	5,553 50	600 00	97 71	15 60	.....	.....	17 55	86 48	55 20	6,492 27
Bannaker	6,505 00	660 00	179 00	.....	5 04	144 00	15 31	4 70	4 80	7,152 68
Belt Av.	7,700 00	180 00	78 53	.....	.....	.....	22 98	176 03	60 80	8,172 74
Delaney	4,363 45	433 65	72 77	7 40	.....	.....	27 62	116 01	69 60	5,354 17
Dessalines	7,062 40	730 00	136 92	35 60	.....	.....	177 98	157 54	99 00	8,177 58
Dumas	14,007 10	1,320 00	224 33	36 10	.....	.....	38 08	10 40	32 40	16,138 92
Garnett	1,837 15	1,390 00	49 04	.....	.....	.....	63 07	167 58	35 60	2,346 95
L'Ouverture	14,569 55	1,360 00	362 43	143 10	.....	.....	33 32	278 14	57 60	17,848 86
Simmons	7,643 65	790 00	311 44	5 20	.....	.....	5 27	33 98	72 80	9,341 99
Vashon	1,200 40	240 00	61 30	.....	.....	.....	57 30	93 98	2 40	1,647 07
Wheatley	5,833 35	600 00	151 04	.....	.....	.....	13 32	90 14	.....	6,875 40
Mullanphy	2,026 15	344 50	42 99	.....	.....	765 00	.....	.....	.....	3,315 24
SUPERVISION—										
Kindergarten	4,062 75	.....	.....	.....	.....	.....	.....	.....	.....	4,062 75
Drawing	5,400 00	.....	.....	.....	.....	.....	.....	.....	.....	5,400 00
Music	5,703 00	.....	.....	.....	.....	.....	.....	.....	.....	5,703 00
Primary Supervision	3,945 00	.....	.....	.....	.....	.....	.....	.....	.....	3,945 00
Physical Culture	5,730 20	.....	.....	.....	.....	.....	.....	.....	.....	5,730 20
Janitors .....	.....	1,200 00	.....	.....	.....	.....	.....	.....	.....	1,200 00
Total, Day Schools.....	\$1,094,779 52	\$102,001 50	\$22,000 57	\$3,270 85	\$281 55	\$6,794 45	\$5,190 08	\$12,193 83	\$6,709 06	\$1,203,096 37
Total, Evening Schools.....	8,282 55	505 00	.....	400 00	.....	.....	26 21	.....	.....	9,273 76
Total.....	\$1,033,062 07	\$103,166 50	\$22,000 57	\$3,670 85	\$281 55	\$6,794 45	\$5,216 89	\$12,193 83	\$6,709 06	\$1,212,370 13

*The expenditures for repairs, permanent repairs and furniture are omitted from this statement for the reason that they are reported in detail by the Commissioner of School Buildings.

C. L. HAMMERSTEIN, Secretary and Treasurer.

ANNUAL REPORT OF THE AUDITOR

For Year 1899-1900.

To the Board of Education of the City of St. Louis—

Gentlemen: I herewith submit the annual report of the Auditor for the fiscal year ending June 30th, 1900, together with:

I. Balance sheet, showing the receipts and expenditures in each fund during the fiscal year ending June 30th, 1900, and showing also the ledger balances on said date.

II. Real estate and improvements for school purposes belonging to the Board, June 30th, 1900.

In submitting this report I would state that all bills presented for payment were carefully and critically examined and none were paid until I was entirely satisfied that the prices charged were just and reasonable. When in doubt, a personal inspection of the work done, or material furnished was made before bill was approved.

During the year I made two examinations of the principals' accounts, and compared results with the books of the supply commissioner, which showed that prompt settlements had been made by the principals to the supply department.

Rent bills have been placed in the hands of the Secretary and Treasurer, and the amount paid by him into the treasury on that account as per following statement:

To balance of rent bills, in hands of Secretary and Treasurer, July 1st, 1899.....	\$ 1,805 47	
To rent bills delivered to Secretary and Treasurer for collection during July, 1899.	\$ 5,988 80	
August, 1899	5,063 77	
September "	6,343 88	
October "	6,017 05	
November "	5,183 50	
December "	6,412 23	
January, 1900	6,020 65	
February "	5,224 98	
March "	6,297 13	
April "	6,105 00	
May "	5,154 31	
June "	6,491 37	70,302 67
Total		\$72,108 14

By cash paid into the treasury by the Secretary and Treasurer during July, 1899.....	\$ 3,202 51	
August, 1899	5,176 46	
September "	6,640 58	
October "	6,209 14	
November "	5,610 66	
December "	5,865 13	
January, 1900	5,848 38	
February "	6,949 90	
March "	4,848 30	
April "	6,787 93	
May "	5,482 42	
June "	6,862 55	

\$69,483 96

By uncollectible rent bills (credited to Secretary and Treasurer)	478 97	69,962 93
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Balance uncollected rent bills in hands of Secretary and Treasurer, July 1st, 1900.....	\$ 2,145 21	
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Respectfully submitted,

J. A. LONG,

Auditor.

BALANCE SHEET FOR YEAR ENDING JUNE 30, 1900.

	Ledger Balances.		General Fund.		Permanent Fund.		Permanent Insurance Fund.		Schopp Bequest and Tchrs' Annuity Fds.	
	Cr.	Dr.	Expenditures.	Receipts.	Expenditures.	Receipts.	Expenditures.	Receipts.	Expenditures.	Receipts.
ASSETS.										
Athletic Building.....	\$ 680 00									
Bills Receivable—General Fund.....	1,500 00									
Board of Education Building.....	327,788 00		\$204 50		\$3,772 65					
Board of Education Building site.....	243,123 38									
City Collector Taxes 1898 and Fr.....	243,544 83			\$ 100,572 39						
German Svcs. Inst.—General Fund.....	154,388 23			1,236,923 86						
— Permanent Fund.....	154,388 24									
— Perm. Ins. Fd.....	1,614 45									
— Schopp Bequest Fd.....	15,164 20									
— Tchrs' Annuity Fd.....	10,367 96									
Real Estate—leased and unleased.....	986,963 55			160 00						
Rent Estate for school purposes.....	5,565,763 71			68,463 96						
Secretary—rent bills.....	2,145 21			26 75						
Secretary—special tax bills.....										
St. Louis & San Francisco R. R. Bonds—										
(Permanent Insurance Fund.).....	14,137 50				\$14,137 50				\$342 50	
Text-books.....	10,235 19		\$52,094 57	53,964 07						
Warehouse (old Sumner High).....	90,000 00									
Warehouse (old Jackson School).....	23,750 00									
LIABILITIES.										
Contracts—new school buildings.....		\$260,369 90	396,160 54							
REVENUE.										
Bills Receivable.....										
Fines.....				\$ 100 00						
Forfeiture of Earnest Money.....				2,552 11						
Interest on bonds.....								\$800 00		\$ 40 00
— bills receivable.....										
— current deposits.....				1,400 00						
Kindergarten supply fees.....				161 00						
Merchants' Tax.....				12,018 49						
Public Library—refund.....			5,787 75	6,860 50				119 47		
Railroad tax.....				138,215 28						
Surplus commissions on taxes.....				92,484 91						
State School Fund.....				4,139 47						
Tuition.....				150,563 73						
				1,345 90						

EXPENDITURES.

[illegible]

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES, JUNE 30, 1900.

Name of School.	Where Located.	Value of Building.	Value of Land.	Total.	Fund to Which Site Belongs.
High Adams	Grand, near Bell av.	\$370,495 10	\$38,500 00	\$408,995 10	General.
Arlington	Norfolk, between Tower Grove and Vista avs.	91,527 47	3,850 00	95,377 47	"
Ashtland	Hebert and Fourteenth sts.	89,113 68	10,100 00	99,213 68	"
Bates	Rurd, near Cote Brillante av.	104,626 16	3,960 00	107,986 16	"
Beaton	Newstead and Sacramento avs.	66,238 14	2,690 00	68,928 14	"
Blair	Church Road and Blitner st.	11,241 00	835 00	12,076 00	"
Bryan Hill	Spring av. and North Market st.	51,974 92	6,690 00	58,464 92	"
Carondelet	Kling's Highway and St. Louis av.	11,241 00	6,690 00	17,931 00	"
Carr	2707 Rauschenbach av.	86,244 60	9,520 00	95,764 60	"
Carr Lane	Virginia and Loughborough avs.	43,345 51	4,560 00	47,905 51	"
Carroll	2041 John av.	51,917 84	4,000 00	55,917 84	"
Chouteau	Minnesota av. and Hurck st.	38,335 02	1,800 00	40,135 02	"
Clifton Heights	Twenty-third and Carr sts.	13,235 86	5,220 00	18,455 86	"
Clinton	Tenth and Carroll sts.	43,654 37	2,620 00	46,274 37	"
Clinton Branch	2226 Shenandoah st.	43,656 01	11,260 00	54,916 01	"
Columbia	Ewing av. and Ruiger st.	96,559 03	6,000 00	102,559 03	"
Compton	Eleventh and Farrar sts.	76,188 33	6,910 00	83,098 33	"
Cote Brillante	Magnolia av. and Old Manchester Road	23,432 35	10,000 00	33,432 35	"
Crow	Grattan and Hickory sts.	38,983 60	3,000 00	41,983 60	"
Des Peres	Grattan st. bet. Park av. and Hickory sts.	32,138 91	10,170 00	42,308 91	"
Divoil	Garrison and St. Louis avs.	100,348 83	6,500 00	106,848 83	"
Douglas	Henrietta st. and Theresa av.	8,000 00	3,750 00	11,750 00	"
Dozier	Kennelly and Cora avs.	69,226 99	3,894 00	73,120 99	"
Elliot	Reil and Channing avs.	52,626 56	16,476 00	69,102 56	"
Field	Michigan av. and Iron st.	32,499 78	2,890 00	35,389 78	"
Franklin	Dayton st. and Glasgow av.	45,549 40	10,000 00	55,549 40	"
Fremont	Eleventh and Howard sts.	38,371 40	4,340 00	42,711 40	"
Freebel	Goodfellow and Maple avs.	102,428 73	17,750 00	120,178 73	"
.....	Glasgow and Florissant avs.	110,547 57	8,750 00	119,297 57	" & Perm.
.....	Belle Glade av. and North Market st.	50,000 00	5,601 00	55,601 00	"
.....	Lucas av. and Seventeenth st.	35,711 38	23,250 00	58,961 38	" & Perm.
.....	Wisconsin av. bet. Lynch and Pestalozzi sts.	32,700 00	8,040 00	40,740 00	"
.....	Nebraska av. and Winnebago st.	93,620 74	11,550 00	105,070 74	Permanent.
.....		44,879 08	3,750 00	48,629 08	General.

REPORT OF THE AUDITOR.

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Gardenville	Gravels Road and King's Highway.....	12,677 93	1,500 00	14,177 93	General.
Garfield	Jefferson av. and Wyoming st.....	81,916 39	6,390 00	88,306 39	"
Grant	Pennsylvania av. and Crittenden st.....	42,420 40	5,165 92	47,586 32	"
Gratiot	Manchester Road near Billon av.....	43,472 42	2,700 00	46,172 42	"
Gravels	Gravels av. and Wyoming st.....	16,427 05	2,025 00	18,452 05	"
Hamilton	Twenty-third and Dickson sts.....	40,000 00	4,000 00	44,000 00	Permanent.
Hodgen	Green Lea pl. and Fair av.....	49,434 22	5,257 25	54,691 47	General.
Harrison	Henrietta st. and California av.....	91,312 17	10,125 00	101,437 17	" & Perm.
Humboldt	Third st. near Russell av.....	58,325 40	8,925 00	67,250 40	"
Irving	3829 N. Twenty-fifth st.....	83,198 00	8,750 00	91,948 00	"
Jackson (new)	Madison and Hogan sts.....	97,626 26	10,750 00	108,376 26	"
Jefferson	Ninth and Wash sts.....	91,549 69	12,000 00	103,549 69	"
Laclede	Sixth and Poplar sts.....	35,000 00	25,000 00	60,000 00	"
Lafayette	Lincoln av. near Ninth st.....	45,949 72	3,400 00	49,349 72	"
Lincoln	2221 Eugenia st.....	35,452 42	13,750 00	49,202 42	"
Lincoln Branch	Walnut and Twenty-third sts.....	20,550 59	2,000 00	22,550 59	"
Lowell	Ivanhoe and Smiley avs.....	31,551 25	2,625 00	34,176 25	"
Lyon	Adelaide av. and Bellevue st.....	55,639 26	9,000 00	64,639 26	Permanent.
Madison (old)	Ninth and Pestalozzi sts.....	36,435 43	6,750 00	43,185 43	General.
Madison (new)	Seventh and La Salle sts.....	30,396 05	8,800 00	39,196 05	"
Marquette	Seventh, near Hickory st.....	16,147 40	2,020 00	18,167 40	"
Marroe	Merramec st. and Iowa av.....	95,029 16	24,000 00	119,029 16	"
Monroe	McPherson av. bet. Vandeventer av. & Sarah st.....	106,219 23	11,000 00	117,219 23	"
Oak Hill	Missouri av. and Broadway.....	52,048 19	2,625 00	54,673 19	"
O'Fallon	Nebraska av. near Neosho st.....	8,000 00	2,090 00	10,090 00	"
Peabody	Tholozon av., near Morgan Ford Road.....	46,765 00	6,775 00	53,540 00	Permanent.
Pearose	1409 North Fifteenth st.....	72,177 59	6,125 00	78,302 59	General.
Pestalozzi	Carroll and 18th sts.....	36,612 26	7,200 00	43,812 26	"
Pope	Seventh and Barry sts.....	75,205 26	9,140 00	84,345 26	"
Riddick	Laclede and Ewing avs.....	95,715 28	2,500 00	98,215 28	Permanent.
Rock Spring	Evans av., near Hawk av.....	41,295 83	2,500 00	43,795 83	General.
Roe	Sardy, near Hawk av.....	37,934 43	1,870 00	39,804 43	"
Shaw	Mitchell, near Irather av.....	19,539 32	900 00	20,439 32	"
Shepard (old)	Old Manchester Road and King's Highway.....	20,000 00	4,000 00	24,000 00	"
Shepard (new)	Salena av., near Miami st.....	30,000 00	4,000 00	34,000 00	"
Sherman	Salena, near Miami st.....	95,005 37	8,250 00	103,255 37	"
Shields	Flat bet. Vandeventer and Lawrence avs.....	70,709 82	8,400 00	79,109 82	"
Stoddard	Seventh, between Carr and Biddle sts.....	72,124 97	19,625 00	91,749 97	"
Washington	Lucas and Ewing avs.....	59,899 71	8,100 00	67,999 71	"
Webster	Euclid, near Fountain av.....	70,000 00	10,000 00	80,000 00	"
Werner High	Fifteenth and Clinton sts.....	36,000 00	18,750 00	54,750 00	"
Aldridge	Fifteenth and Walnut sts.....	5,122 00	1,000 00	6,122 00	"
Attucks	Switzer and Christian avs.....	16,062 31	4,000 00	20,062 31	"
	Eighth and Barry sts.....				

*Leased.

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES, JUNE 30, 1900.

Name of School.	Where Located.	Value of Building.	Value of Land.	Total.	Fund to Which Site Belongs.
Banneker	Montgomery st. and Leffingwell av.	\$18,268 15	\$ 2,000 00	\$20,268 15	General.
Delany	6138 Virginia av.	6,798 00	5,285 00	12,083 00	"
Dessalines	1745 N. Twelfth st.	20,000 00	7,625 00	27,625 00	"
Dumas	1413 Lucas av.	52,917 13	8,000 00	60,917 13	"
Garnett	Bulwer av. near Adelaide av.	6,000 00	2,250 00	8,250 00	"
L'Ouverture	2612 Papin st.	55,468 14	6,500 00	61,968 14	"
Simmons	4294 St. Louis av.	42,746 29	3,400 00	46,146 29	"
Wheatley	Papin st. near Boyle av.	28,271 78	3,000 00	31,271 78	"
Vashon	Sulphur av. near Manchester Road.	4,200 00	350 00	4,550 00	"
Vacant	Shenandoah st. ....	.....	13,500 00	13,500 00	"
Vacant	Thrush and Theodora avs. ....	.....	1,725 00	1,725 00	"
Vacant	Lucky st bet. Pendleton and Newstead avs. ....	.....	5,676 16	5,676 16	"
Vacant	Theresa av bet. Park av. and Henrietta st. ....	.....	16,000 00	16,000 00	"
Vacant	Junilata st. and Oak Hill av. ....	.....	4,000 00	4,000 00	"
Athletic Building.	Forest Park. ....	.....	.....	680 00	"
		\$4,868,020 48	\$698,416 23	\$5,566,436 71	

In addition to the above, the Board also owns seven portable buildings, costing \$5415.53.

ANNUAL REPORT

OF THE

SUPPLY COMMISSIONER.

OFFICE OF THE SUPPLY COMMISSIONER, }
St. Louis, November 13, 1900. }

To the Board of Education of the City of St. Louis—

Gentlemen: The Annual Report of the Supply Commissioner of the Board of Education showing the business of the Department for the year ending June 30th, 1900, is respectfully submitted, as follows:

TEXT BOOKS, STATIONERY, AND DRAWING MATERIALS.

Free books for the first four grades.....	\$10,136 57	
Books furnished above the fourth grade.....	2,068 43	
Sold through principals.....	53,964 07	
		\$66,169 07

SUPPLIES—GENERAL AND SPECIAL.

Furnished the Board of Education.....	\$ 4,553 54	
Furnished the schools.....	23,249 05	
		\$27,802 59
Supplementary reading furnished the schools..		\$5,600 00
Supplies furnished kindergartens.....		5,787 75
Supplies furnished Manual Training and Domestic Science Schools.....		1,113 37

PRINTING.

Furnished the Board of Education, consisting of the Annual Report, Proceedings of the Board of Education, and printing for the several departments	\$ 8,513 92	
Furnished the schools.....	1,137 59	
		\$9,651 51

EXPENSE.

Hauling to and from the schools.....	\$ 1,995 03	
Clock repairing and cleaning.....	574 00	
Graduation rentals and incidentals.....	578 55	
Piano-tuning	304 75	
Extra labor	210 00	
Rebinding of books.....	71 00	
Freight and other incidentals.....	395 87	
		<u>\$4,129 20</u>

FUEL.

Furnished the schools.....	\$22,034 79	
Total expenditures.....	\$142,288 28	
Amount returned to treasury on account of sales made by principals.....	\$53,964 07	
Net expenses.....	<u>\$88,324 21</u>	

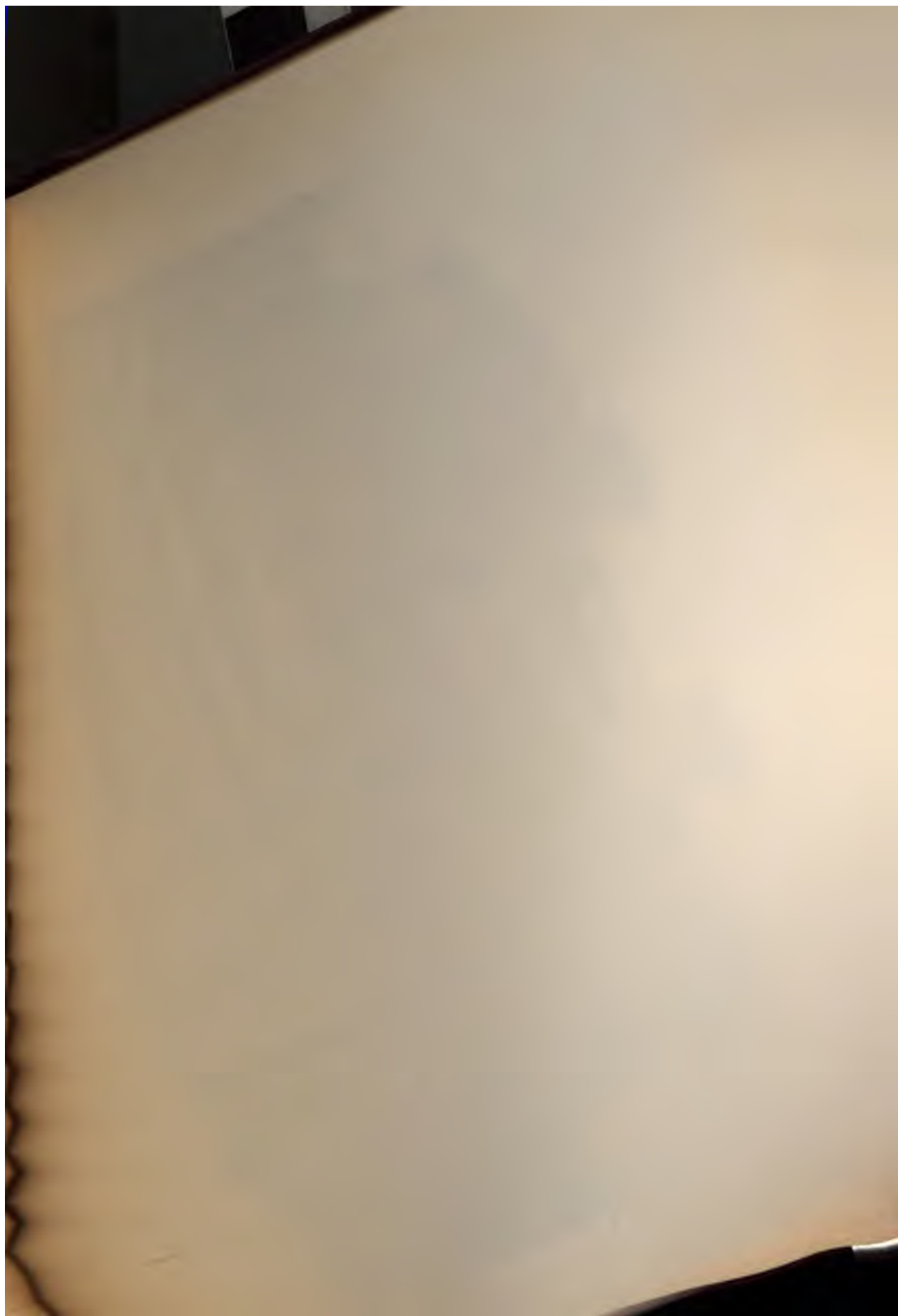
By the direction of the Board of Education, all supplies needed for the operating of the schools and the various departments are now provided through the Supply Department. The amount of such supplies accounts for the increase in the item, Supplies, General and Special, furnished the Board of Education and the Schools. The variety of articles included under this head is shown by the fact, that the items for which bids were received in June, 1900, numbered three hundred.

The work of the Supply Department is so systematized that each of the eighty-seven schools receives weekly, on a certain day of the week, all supplies of every sort provided by the Board of Education, and ordered by the principal of that school, in the manner prescribed, before the stated day of delivery. In the matter of "operating supplies," such as are needed by the Building Department, blank forms for requisitions are provided, which pass through the hands of the designated officer of the Board of Education for his endorsement before they are honored by the Supply Commissioner. Thus the needed supplies are furnished the various schools with the utmost promptness.

Respectfully,

WM. BRYAN,

Supply Commissioner.





EUGENE FIELD SCHOOL, OLIVE STREET AND TAYLOR AVENUE.

PART II.

TABULAR STATEMENTS FOR THE YEAR 1899-1900.

TABLE A.—Showing number of Pupils in the several classes and grades.

TABLE B.—Showing character of attendance of Pupils.

TABLE C.—Showing ages of Pupils registered.

TABLE D.—Showing birthplace of Pupils.

TABLE E.—Showing enrollment and attendance of Pupils.

TABLE F.—Showing enrollment and attendance of Pupils in the Kindergartens.

TABLE A.
SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1899-1900.

	Teachers.	Junior.		Second.		Third.		Senior.		Normal.		Total.		Total.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
High School.....	69	288	425	118	226	106	183	64	136	.....	.....	555	970	1525
Sumner High (Colored)....	10	18	42	10	23	4	27	8	28	.....	19	40	145	185

TABLE A.—Continued.
SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1899-1900.

DISTRICT SCHOOLS.																								
Teachers.	a		b		c		d		e		f		g		h		i		j		k		Total.	
	Kindergarten.		First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Total.					
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Adams.....	24	42	50	69	105	96	88	118	34	43	49	52	10	17	18	19	..	..	399	445	844			
Ames.....	28	65	49	81	97	87	89	103	115	107	62	53	25	33	33	35	..	..	552	519	1071			
Arlington.....	22	46	52	80	79	75	77	89	117	89	80	80	12	25	13	25	11	12	492	502	994			
Ashland.....	22	48	53	69	81	73	96	72	109	117	116	33	51	4	3	6	12	..	..	436	440	876		
Baden.....	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	86	91	177		
Bates.....	20	40	42	29	25	76	76	68	79	56	60	50	45	18	23	5	9	..	..	348	342	690		
Benton.....	14	31	14	30	20	71	66	29	34	58	37	17	19	20	23	5	9	..	..	261	228	489		
Blairstown.....	36	90	106	..	..	20	20	100	122	111	126	36	66	27	42	25	27	60	44	71	588	694	1272	
Blow Hill.....	23	68	59	15	10	99	93	58	60	74	64	43	66	31	42	13	7	17	10	448	430	878		
Carondelet.....	15	34	39	36	24	54	40	44	44	39	61	32	37	..	..	5	14	..	..	469	420	889		
Carr Lane.....	22	30	44	46	41	51	35	32	35	9	12	..	..	9	7	..	..	..	..	271	215	486		
Carroll.....	23	46	68	33	43	104	111	122	86	99	56	51	77	4	12	..	..	9	..	320	356	676		
Chautau.....	29	67	65	24	26	82	74	101	119	77	77	74	82	68	87	47	62	44	31	584	628	1212		
Chenango.....	25	65	51	34	41	90	78	131	126	83	88	65	75	..	..	..	..	..	..	488	459	947		
Clay.....	28	65	67	82	64	95	77	82	62	103	101	47	58	23	37	21	26	6	17	514	509	1023		
Clifton Heights.....	3	..	..	13	15	14	15	7	4	17	16	7	7	..	..	..	..	..	..	58	57	115		
Clinton.....	25	40	27	61	52	100	78	69	72	76	67	70	67	57	49	20	32	3	15	496	460	956		
Columbia.....	26	59	71	108	84	46	42	113	126	54	81	7	27	17	96	36	41	21	32	456	540	996		
Compton.....	6	..	..	21	18	56	54	10	15	20	26	..	..	..	..	..	..	..	..	106	113	219		
Cote Brilliante.....	28	36	42	110	87	58	64	122	100	87	105	61	55	36	49	9	19	14	26	533	547	1080		
Crow.....	21	29	25	36	38	60	58	73	59	73	93	60	75	16	34	26	71	33	53	388	504	892		
Des Peres.....	10	19	18	47	46	58	56	44	33	12	8	..	..	16	16	8	26	71	33	180	160	340		
Detroit.....	23	46	24	55	45	51	36	58	60	54	44	47	55	30	33	38	56	36	40	415	392	807		
Dodder.....	9	..	..	77	84	115	147	..	..	..	..	..	..	..	..	..	..	..	..	192	231	423		
Douglas.....	16	44	50	51	28	52	52	73	58	30	41	5	8	16	10	8	11	..	..	279	253	532		
Dosier.....	21	28	45	46	27	49	58	61	64	72	82	81	86	27	23	48	61	46	40	457	485	942		
Elliot.....	23	58	67	96	82	66	90	106	69	93	66	69	69	25	40	3	13	..	..	515	496	1011		
Ellenfieldville.....	25	39	26	82	70	118	97	74	72	71	116	35	50	20	40	4	18	..	..	443	489	932		
Franklin.....	18	41	24	36	34	67	65	40	41	56	62	17	23	2	8	..	..	..	..	259	260	519		
Frederick.....	24	84	74	46	67	79	81	92	102	96	107	82	17	11	13	..	..	..	..	440	488	928		
Frederick.....	11	26	26	43	32	58	69	57	49	31	35	17	16	..	..	..	..	..	..	232	227	459		
Gardenville.....	2	..	..	14	8	9	4	5	4	1	5	..	2	..	..	..	..	..	..	29	23	52		

TABLE A.—Continued.
SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1899-1900.

DISTRICT SCHOOLS.	a Teachers.		b Kinder Garden.		c First Grade.		d Second Grade.		e Third Grade.		f Fourth Grade.		g Fifth Grade.		h Sixth Grade.		i Seventh Grade.		j Eighth Grade.		k Total.		l Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Garfield.....	27	77	63	55	116	112	65	56	64	68	45	34	22	25	32	27	47	505	501	1006			
Grant.....	16	41	43	29	37	33	55	35	31	31	18	16	7	7	5	4	3	302	314	616			
Gratiot.....	11	15	17	26	28	52	47	34	19	19	22	22	16	16	6	4	2	102	100	202			
Gravols.....	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	203	228	431			
Hamilton.....	17	25	40	44	47	42	41	37	30	40	7	17	4	6	...	...	...	155	132	287			
Harrison.....	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	156	610	1132			
Hodges.....	27	46	40	36	26	25	21	42	48	40	75	82	71	100	49	66	45	79	56	79			
Humboldt.....	25	55	50	120	117	110	97	94	100	68	73	73	104	24	37	32	25	548	479	983			
Irving.....	31	57	77	90	73	93	84	79	53	98	96	73	104	24	37	32	25	548	479	983			
Jackson.....	25	57	59	92	83	106	137	64	42	55	62	28	37	29	42	7	14	599	642	1241			
Jefferson.....	36	47	70	113	106	114	134	120	122	119	124	124	46	38	17	25	23	599	642	1241			
Jefferson Deaf Mute.....	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22	1	1	8		
Laclede.....	17	32	32	48	35	68	74	31	32	31	27	21	13	9	2	2	1	231	213	444			
Lafayette.....	17	32	32	48	35	68	74	31	32	31	27	21	13	9	2	2	1	231	213	444			
Lincoln.....	22	45	37	75	52	75	69	91	94	33	47	22	21	7	19	18	26	379	364	761			
Longfellow.....	23	37	46	37	61	44	52	33	41	19	21	5	1	7	10	12	18	316	431	810			
Lowell.....	17	33	33	31	76	66	61	66	55	62	33	22	21	7	10	12	18	316	431	810			
Lyon.....	23	55	35	31	47	133	141	83	95	67	72	58	66	17	19	5	1	305	310	616			
Madison.....	29	47	56	117	100	88	92	116	111	122	144	29	33	38	54	27	18	608	608	962			
Marquette.....	26	35	25	55	25	42	25	32	32	104	97	18	62	54	64	64	62	597	543	923			
Meramec.....	10	12	40	25	22	22	22	36	112	58	14	26	19	9	6	4	20	135	131	116			
Monroe.....	23	62	50	69	52	72	47	32	36	119	87	32	32	35	45	12	20	532	458	987			
Mount Pleasant.....	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	159	143	302			
Oak Hill.....	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	173	174	347			
O'Fallon.....	17	28	43	30	27	55	49	46	39	26	34	19	14	6	1	...	...	312	318	630			
Peabody.....	24	56	51	62	73	63	58	50	69	69	59	51	13	10	8	...	...	458	508	961			
Penrose.....	21	32	44	40	47	76	83	88	102	47	51	32	34	63	30	33	16	310	338	643			
Pestalozzi.....	17	35	54	101	78	90	65	70	59	86	64	24	25	11	16	8	6	292	296	588			
Pope.....	31	49	54	99	97	93	120	86	90	105	66	36	40	...	...	...	45	486	623	1109			
Riddick.....	25	30	42	41	33	104	114	86	100	86	86	57	24	33	32	63	15	46	514	568	1082		
Rock Spring.....	11	10	13	24	23	52	55	38	37	32	36	13	7	17	4	5	26	195	195	399			
Roe.....	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	227	227	454			
Shaw.....	10	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	267	267	534			
Shepard.....	23	38	46	35	46	47	52	29	41	74	48	49	34	26	13	14	10	369	369	738			

Sherman.....	20	37	39	13	15	74	81	52	38	64	75	49	46	49	55	44	48	.....	382	397	779	
Shields.....	31	53	77	70	84	88	99	71	77	42	33	63	45	13	11	13	11	.....	425	441	866	
Stoddard.....	28	23	38	35	35	41	89	33	45	30	32	81	88	55	78	60	66	.....	286	487	873	
Walnut Park.....	3	.....	.....	15	10	21	26	8	.....	15	15	15	.....	.....	.....	.....	.....	.....	59	67	136	
Washington.....	15	80	70	73	53	66	57	88	92	66	64	8	13	.....	.....	.....	.....	.....	381	349	730	
Webster.....	30	65	75	47	37	101	126	59	62	113	121	57	67	46	58	25	37	.....	529	598	1127	
Total Boys and Girls in White District Schools..	1434	2738	2959	3986	3473	5024	5059	4650	4607	4139	4317	2629	2855	1330	1665	949	1220	557	808	26012	26963	52975
Total Pupils in White District Schools.....	.....	5697	7459	10083	9267	8456	5494	2395	2169	1865	52975	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Aldridge.....	1	.....	13	10	5	2	1	.....	2	1	1	3	.....	1	1	.....	.....	.....	8	10	18	
Attucks.....	10	7	.....	2	14	25	27	9	16	15	15	8	13	4	6	5	6	.....	7	80	117	
Banneker.....	11	20	18	1	7	24	24	27	32	21	15	2	30	3	11	4	11	.....	18	105	166	
Belt Avenue.....	8	23	26	4	6	16	22	20	19	19	16	6	8	4	9	11	14	.....	7	9	110	
Delaney.....	12	15	8	7	9	5	12	84	28	21	38	5	17	6	18	8	14	.....	9	110	139	
Desalines.....	24	32	43	68	68	54	70	71	106	56	85	10	17	6	4	4	7	.....	3	91	108	
Dumas.....	3	.....	.....	20	17	5	9	3	6	6	6	4	2	3	.....	.....	.....	.....	8	312	439	
Garnett.....	24	32	28	54	45	49	64	60	90	39	54	12	37	15	5	2	12	.....	20	267	355	
L'Ouverture.....	14	51	34	39	46	36	37	40	40	34	30	27	50	7	22	.....	.....	.....	7	12	221	
Simmons.....	2	.....	.....	4	6	5	5	3	2	4	5	1	4	.....	4	.....	.....	.....	17	23	40	
Vashon.....	10	15	18	20	23	19	25	20	18	19	16	19	25	6	6	7	5	.....	4	131	140	
Wheatley.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	271	
Total in Colored Schools..	120	175	188	220	252	248	301	287	360	285	282	92	194	53	83	37	62	36	81	1383	1803	3196
Total Boys and Girls in White and Colored District Schools.....		2913	3147	4216	3725	5272	5360	4947	4967	4374	4599	2721	3049	1383	1746	966	1282	593	898	27405	28766	56171
Total Pupils in White and Colored District Schools.....	a	60510	7941	10532	9914	8873	5770	3131	2268	1482	56171	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Special Teachers.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Grand Total.....	1665																			28000	29881	57881

TABLE B.
SHOWING CHARACTER OF ATTENDANCE OF PUPILS IN EACH SCHOOL FOR THE YEAR 1899-1900.

Names of Schools.	Pupils Attending—Days.											Total Enrolled.						
	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.	1-20.							
High.....	317	795	77	51	35	200	310	69	19	35	57	1993	504	1325	1444	331	.....	1998
Adams.....	24	408	227	118	72	72	56	50	52	71	72	1222	385	985	469	649	.....	1316
Ames.....	63	655	219	91	75	45	43	48	54	38	38	1358	83	1365	164	623	94	1484
Arlington.....	139	465	199	139	86	61	65	43	52	55	58	1243	373	1194	1243	451	76	1319
Ashland.....	32	470	166	96	76	36	40	32	51	27	34	1060	36	1153	359	435	98	1163
Baden.....	3	85	42	27	11	13	20	14	13	.....	.....	228	7	197	197	140	17	921
Bates.....	14	292	175	70	52	46	49	30	37	24	23	628	12	801	243	492	66	684
Benton.....	11	217	128	72	44	29	23	31	26	24	21	658	15	545	151	83	56	694
Blair.....	83	823	217	109	74	64	96	47	60	44	51	1668	108	1471	141	717	75	1743
Blow.....	79	590	117	67	39	31	35	29	30	35	35	1209	43	1222	279	333	162	1371
Bryan Hill.....	79	590	117	67	39	31	35	29	30	35	35	1209	43	1222	279	333	162	1371
Carondelet.....	11	226	126	73	52	52	36	33	44	50	47	1084	90	1060	84	418	82	1146
Carr.....	14	153	75	48	40	25	17	14	30	38	31	485	15	684	116	194	50	810
Carr Lane.....	9	314	205	101	72	50	59	58	54	70	37	1029	14	897	351	562	82	1181
Carroll.....	28	439	247	100	52	43	28	31	52	50	41	1122	50	1129	151	519	134	1256
Charles.....	122	738	229	135	55	59	58	29	32	28	20	1435	199	1542	214	588	107	1542
Chouteau.....	27	490	223	125	89	69	46	46	60	43	57	1275	82	1071	496	690	145	1495
Clay.....	68	551	207	123	106	40	44	35	55	57	50	1340	86	1293	78	642	92	1432
Clifton Heights.....	.....	34	39	24	13	9	4	4	6	.....	.....	141	.....	95	138	96	16	187
Clinton.....	46	398	273	147	82	63	51	54	46	53	64	1282	46	1042	335	660	111	1393
Columbia.....	59	431	227	136	137	63	49	51	37	27	11	1228	59	1140	569	853	131	1369
Compton.....	5	112	57	33	11	14	9	11	9	8	8	277	8	238	46	169	28	304
Cote Brillante.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crow.....	28	590	286	110	88	60	69	49	46	47	62	1435	65	743	422	1022	81	1516
Des Peres.....	80	492	191	114	70	68	64	55	45	39	54	1312	31	1022	504	628	100	1312
Divoll.....	3	150	98	42	21	14	20	17	27	29	8	434	13	376	114	281	37	496
Dodder.....	8	469	225	97	60	49	46	41	43	39	56	1154	31	671	966	525	132	1286
Douglas.....	4	205	110	42	25	27	40	30	18	9	11	521	15	458	178	299	37	568
Douglas.....	19	249	156	90	52	48	39	53	45	51	57	859	19	820	242	457	94	953

18	491	198	119	64	62	69	46	55	36	1199	45	898	710	536	1284
38	584	182	110	73	55	50	35	40	37	1274	48	1068	156	585	1387
20	457	222	100	84	60	64	36	40	45	1183	38	1088	220	583	1395
3	251	174	92	47	50	37	44	70	24	881	28	684	513	415	1049
45	557	105	32	59	32	37	43	64	24	1158	52	1084	41	273	1268
46	217	100	31	13	9	11	14	17	7	480	51	382	382	213	520
21	103	9	4	6	54	68	35	2	22	1239	32	1140	238	502	178
27	645	169	84	50	34	88	21	30	22	702	616	178	138	148	521
19	331	124	55	43	36	52	21	23	8	498	11	186	233	228	119
7	179	91	44	23	26	32	5	23	35	225	6	136	451	101	520
5	112	41	22	10	3	5	11	7	25	64	19	490	425	28	758
16	188	111	65	33	46	43	46	53	64	680	10	310	62	238	376
4	131	63	39	22	21	2	14	13	10	335	66	1263	312	176	121
41	708	233	109	71	49	97	59	48	66	1484	66	63	60	677	1510
48	549	202	115	58	57	61	52	60	55	1310	86	640	225	666	1422
50	631	235	125	65	52	46	43	61	42	1267	77	108	251	98	1467
22	480	213	116	73	53	52	63	42	90	1637	12	78	442	643	1728
12	766	257	100	100	62	66	44	68	76	64	682	21	608	128	360
14	262	124	70	44	34	21	25	41	52	64	682	871	101	338	1020
48	451	126	75	46	36	35	35	35	60	22	923	58	101	634	161
16	348	206	111	63	66	59	59	70	64	1149	22	1157	277	137	532
6	213	98	65	29	12	35	18	46	26	12	792	80	778	270	562
73	309	100	88	46	39	35	23	23	18	524	8	438	77	364	825
39	32	41	45	49	56	74	97	57	26	12	792	80	778	364	825
86	713	303	139	96	64	75	57	46	52	1247	43	1164	116	554	1818
19	273	253	119	82	86	64	51	46	47	1689	94	1524	278	963	1785
7	171	80	36	21	16	17	8	18	11	1475	35	984	976	613	92
44	689	161	88	56	41	43	38	48	19	134	122	371	161	171	383
11	134	63	30	13	12	22	11	8	10	34	1282	71	37	555	1086
18	254	160	94	82	54	65	16	15	15	440	20	441	137	300	474
18	254	160	94	82	54	65	16	15	15	440	20	441	137	300	474
20	570	201	110	54	62	76	52	43	48	56	1282	44	913	594	1165
37	333	135	74	51	39	4	48	41	48	67	1612	44	913	594	1165
37	333	135	74	51	39	4	48	41	48	67	1612	44	913	594	1165
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133	56	49	36	55	29	35	35	37	1364	56	28	502	583
32	304	133													

TABLE B.—Continued.

SHOWING CHARACTER OF ATTENDANCE OF PUPILS IN EACH SCHOOL FOR THE YEAR 1899-1900.

Names of Schools.	Pupils Attending—Days.											Total Attending.	Not Absent.	Not Tardy.	No. of Cases of Tardiness.	Readmitted.	Transferred to Other Schools.	Total Enrolled.
	a	b	c	d	e	f	g	h	i	j	k							
Webster.....	56	591	295	161	75	80	59	22	31	28	29	1427	81	1409	154	664	125	1553
Summer High.....	.....	104	59	9	5	7	7	7	7	9	11	250	27	67	956	79	.....	250
Aldridge.....	.....	3	1	3	3	6	5	3	4	3	.....	35	.....	3	106	37	.....	42
Attucks.....	4	43	50	39	27	22	29	45	16	26	61	398	8	179	1163	227	2	388
Banneker.....	6	89	50	38	27	22	17	20	47	53	118	487	12	323	309	211	24	511
Belt Avenue.....	9	6	3	2	4	4	2	2	.....	1	.....	33	33	10	14	55	.....	33
Delaney.....	75	83	31	22	16	12	9	14	9	11	.....	283	77	135	600	32	5	288
Dumas.....	6	48	46	50	38	84	25	40	40	52	70	449	8	153	1503	260	17	466
Dessalines.....	28	286	166	98	97	80	110	89	99	105	112	1274	55	647	1318	604	10	1284
Garnett.....	2	18	21	21	10	10	7	15	10	8	14	136	3	46	198	62	5	141
L'Overture.....	54	259	136	96	103	117	117	81	98	111	89	1245	57	447	3300	593	20	1245
Simmons.....	2	173	104	98	68	57	44	37	59	36	23	701	20	317	1047	291	20	721
Vashon.....	2	9	11	3	9	7	11	6	7	11	16	92	4	44	174	48	3	95
Wheatley.....	6	89	58	44	37	29	37	27	41	35	22	425	6	143	1057	185	8	433
Total.....	2584	29754	12617	6799	4511	3770	3974	3061	3753	3924	3397	79144	4296	62323	31408	35647	*6349	164498
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r

*This figure is not identical with the names registered twice, as explained in the note below. Some few children receiving a transfer to another school, do not report there, but either stop school altogether or go to another city. Hence such names, although the children were transferred to another school, appear on but one school list. The true number of double registrations is the number received by transfer, and will be found in table E, column d.

†This is the total of the whole registration in all the day schools of the city. Since the names of children who in the course of the year were transferred from one school to another on account of change of residence, etc., appear in the list of two different schools, allowance must be made for this double registration. The actual number of pupils enrolled, exclusive of double registration (78,283), will be found in table E, column c.

TABLE C.
SHOWING THE NUMBER OF PUPILS OF DIFFERENT AGES REGISTERED IN EACH SCHOOL FOR THE YEAR 1899-1900.

NAMES OF SCHOOLS.	Total.													Total.	Received by Transfer.	Total.
	a	b	c	d	e	f	g	h	i	j	k	l	m	n		
High.....	204	180	144	148	139	124	114	76	320	457	1126	1993	.....	1993	.....	1993
Adams.....	175	224	207	228	171	143	116	97	58	91	21	4	1225	91	.....	1316
Arlington.....	146	200	163	163	116	113	116	81	39	12	6	1400	84	1494	.....	1494
Ashtand.....	70	241	153	110	123	123	123	108	43	11	5	1786	173	1319	.....	1319
Baden.....	39	141	131	130	131	123	123	108	43	11	5	1786	173	1319	.....	1319
Bates.....	146	148	135	132	109	80	73	53	11	.....	.....	236	79	236	.....	236
Benton.....	78	112	137	127	174	62	53	47	40	9	4	847	74	821	.....	821
Bialf.....	286	176	156	217	207	192	187	186	100	47	10	1642	46	964	.....	964
Brown.....	111	128	146	123	128	130	136	150	119	91	57	1316	65	1743	.....	1743
Bryan Hill.....	136	182	116	116	141	112	119	91	50	21	3	1087	49	1146	.....	1146
Carroll.....	125	199	127	123	95	83	62	36	15	.....	.....	766	44	810	.....	810
Carr Lane.....	184	121	84	172	61	37	.....	.....	.....	.....	.....	529	38	567	.....	567
Carondelet.....	63	179	182	126	142	122	101	82	32	23	1	1053	128	1181	.....	1181
Carroll.....	175	203	170	149	144	141	107	51	16	3	.....	1159	97	1256	.....	1256
Charles.....	106	160	166	176	159	159	141	130	119	65	36	1456	137	1542	.....	1542
Chouteau.....	222	180	165	218	157	162	142	85	29	5	1	1366	69	1435	.....	1435
Clay.....	265	186	154	189	157	117	116	110	72	16	4	1296	136	1432	.....	1432
Clifton Heights.....	39	20	27	23	17	16	6	2	1	.....	.....	151	6	157	.....	157
Clinton.....	114	178	181	190	159	139	127	117	67	31	30	1293	100	1393	.....	1393
Columbia.....	180	202	181	162	135	90	95	84	74	40	30	1263	96	1359	.....	1359
Compton.....	12	82	53	53	54	19	10	3	1	.....	.....	287	37	324	.....	324
Cote Brillante.....	182	170	175	174	130	125	141	92	112	73	38	1412	104	1516	.....	1516
Crow.....	173	123	121	115	124	111	106	125	124	79	82	1182	130	1312	.....	1312
Des Peres.....	56	168	91	79	53	34	13	3	1	.....	.....	398	98	496	.....	496
Divoll.....	106	103	119	132	96	121	126	139	97	88	47	1173	113	1286	.....	1286
Dodier.....	355	112	29	11	.....	2	1	.....	.....	.....	.....	510	48	558	.....	558
Douglas.....	182	131	131	129	96	84	72	39	10	7	1	882	71	953	.....	953

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	
Mount Pleasant.....	67	107	54	44	54	27	24	24	4	2	3	343	50	393	
Oak Hill.....	60	107	74	67	55	42	24	24	25	5	3	462	12	474	
O'Fallon.....	122	247	214	100	105	123	98	98	65	20	4	1098	67	1165	
Peabody.....	200	180	153	133	140	111	132	112	112	92	44	1314	89	1403	
Penrose.....	217	188	102	120	90	84	71	55	55	24	8	911	73	984	
Pestalozzi.....	176	151	134	112	116	81	61	51	20	4	2	845	62	907	
Pope.....	104	181	174	153	197	189	185	157	157	113	73	1598	134	1732	
Riddick.....	115	204	183	156	152	147	128	125	125	77	31	1333	156	1518	
Rock Spring.....	105	97	64	52	47	48	42	42	36	12	1	560	33	593	
Roe.....	55	49	52	43	47	47	40	36	36	13	2	385	26	411	
Shaw.....	75	148	151	113	64	42	42	37	17	9	4	679	91	770	
Shepard.....	128	155	121	107	106	96	87	61	51	29	4	904	102	1006	
Sherman.....	85	137	119	116	88	99	92	89	68	32	7	942	90	1032	
Shields.....	54	166	166	175	169	149	133	127	127	84	57	1305	101	1406	
Stoddard.....	25	62	136	100	119	151	159	155	155	162	151	1381	175	1556	
Walnut Park.....	30	25	15	25	17	13	12	3	3	.....	.....	140	18	158	
Washington.....	144	148	143	130	106	102	70	102	70	60	30	12	945	105	1050
Webster.....	191	171	143	166	182	153	149	124	124	91	42	1415	137	1552	
Summer High.....	4	2	6	3	7	2	3	2	2	10	42	250	137	250	
Aldridge.....	4	2	6	3	7	2	3	2	2	6	2	41	1	42	
Attucks.....	43	30	53	52	45	34	45	33	33	29	17	5	386	2	388
Banneker.....	61	41	60	57	35	52	64	46	46	42	15	24	497	14	511
Belt Avenue.....	2	6	1	8	5	3	3	1	1	2	1	33	2	33	
Delany.....	47	35	12	23	34	24	26	26	26	22	19	18	286	288	
Dessalines.....	53	63	43	61	47	45	45	47	47	86	53	36	1264	9	466
Dumas.....	156	139	129	139	147	131	137	111	111	24	10	14	457	20	1284
Garnett.....	20	17	14	19	10	19	12	8	8	11	5	5	140	1	141
L'Ouverture.....	158	183	94	144	135	116	124	102	102	90	55	46	1247	18	1265
Simmons.....	113	62	69	79	82	59	63	63	63	50	35	12	687	34	721
Vashon.....	10	7	6	7	8	10	12	10	10	10	7	94	1	95	
Wheatley.....	48	43	42	57	44	42	45	31	31	30	28	10	420	1	433
Total.....	9154	11208	9778	9431	8712	7769	7243	5550	5550	4080	2504	2434	76263	6230	84493

TABLE D.
SHOWING BIRTHPLACE OF PUPILS ENROLLED IN EACH SCHOOL FOR THE YEAR 1899-1900.

NAMES OF SCHOOLS.	Total.													Total.	Received by Transfer.	n
	a	b	c	d	e	f	g	h	i	j	k	l	m			
	St. Louis.	Missouri (without St. Louis).	Illinois.	Other States	p of the Union.	q Ireland.	r Great Britain.	s Germany.	t Italy.	u Russia.	v Other Foreign Countries.	w Unknown.	x Total.	y	z	aa
High.....	1333	180	119	326	3	13	8	9	2	8	.....	.....	1993	.....	.....	1993
Adams.....	1864	182	75	92	.....	.....	.....	.....	.....	.....	.....	.....	1225	.....	.....	1225
Ames.....	1295	42	65	58	.....	.....	.....	.....	.....	.....	.....	.....	1406	.....	.....	1406
Arlington.....	886	86	72	149	1	10	4	7	.....	.....	.....	.....	1306	.....	.....	1306
Ashland.....	839	105	50	72	.....	.....	.....	.....	.....	.....	.....	.....	1073	.....	.....	1073
Baden.....	162	26	12	22	.....	.....	.....	.....	.....	.....	.....	.....	237	.....	.....	237
Bates.....	742	40	26	23	.....	.....	.....	.....	.....	.....	.....	.....	847	.....	.....	847
Benton.....	529	28	13	54	.....	.....	.....	.....	.....	.....	.....	.....	633	.....	.....	633
Blair.....	479	40	57	57	.....	.....	.....	.....	.....	.....	.....	.....	642	.....	.....	642
Blow.....	698	122	66	117	.....	.....	.....	.....	.....	.....	.....	.....	1042	.....	.....	1042
Bryan Hill.....	978	30	31	45	.....	.....	.....	.....	.....	.....	.....	.....	1097	.....	.....	1097
Carondelet.....	316	30	51	50	.....	.....	.....	.....	.....	.....	.....	.....	766	.....	.....	766
Carr.....	771	23	36	73	.....	.....	.....	.....	.....	.....	.....	.....	529	.....	.....	529
Carr Lane.....	731	53	83	123	.....	.....	.....	.....	.....	.....	.....	.....	1053	.....	.....	1053
Carroll.....	982	50	43	50	.....	.....	.....	.....	.....	.....	.....	.....	1139	.....	.....	1139
Charless.....	1240	33	46	70	2	1	1	11	.....	.....	.....	.....	1405	.....	.....	1405
Chouteau.....	1064	104	51	85	.....	.....	.....	.....	.....	.....	.....	.....	1366	.....	.....	1366
City.....	1061	63	78	76	.....	.....	.....	.....	.....	.....	.....	.....	1296	.....	.....	1296
Clifton Heights.....	132	7	2	10	.....	.....	.....	.....	.....	.....	.....	.....	151	.....	.....	151
Clinton.....	860	83	88	156	.....	.....	.....	.....	.....	.....	.....	.....	1293	.....	.....	1293
Columbia.....	1061	68	47	73	1	1	1	5	.....	.....	.....	.....	1263	.....	.....	1263
Compton.....	213	11	23	23	.....	.....	.....	.....	.....	.....	.....	.....	267	.....	.....	267
Cote Brillante.....	1109	110	53	123	1	7	2	.....	.....	.....	.....	.....	1412	.....	.....	1412
Crow.....	716	167	83	208	.....	.....	.....	.....	.....	.....	.....	.....	1182	.....	.....	1182
Des Peres.....	321	45	15	16	.....	.....	.....	.....	.....	.....	.....	.....	398	.....	.....	398
Divoll.....	672	53	70	158	.....	.....	.....	.....	.....	.....	.....	.....	1173	.....	.....	1173
Dodier.....	478	8	18	6	.....	.....	.....	.....	.....	.....	.....	.....	510	.....	.....	510
Douglas.....	732	48	46	41									832			832
Dozier.....	738	170	49	192									1167			1167

STATISTICAL TABLES.

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Elliot.....	1130	61	39	41	3	2	3	2	1	7	1276	111
Eteudville.....	994	65	42	90	4	8	8	8	7	1200	138	
Franklin.....	585	100	95	120	10	11	6	6	6	1444	105	
Fremont.....	1090	90	26	26	1	11	2	9	2	1113	95	
Froebel.....	429	17	6	11	1	1	1	1	1	45	69	
Gardenville.....	58	.....	.....	.....	.....	.....	.....	.....	.....	62	146	
Gardfield.....	1330	95	32	38	2	3	3	1	1	1239	178	
Grant.....	950	19	23	13	2	3	3	1	1	733	88	
Gratiot.....	350	73	21	20	2	2	2	1	15	496	520	
Gravels.....	195	8	3	5	1	1	1	1	1	211	40	
Hamilton.....	638	8	19	24	1	1	1	1	1	711	47	
Harrison.....	306	1	3	14	2	11	1	1	1	323	376	
Hedden.....	1069	49	60	40	5	11	1	1	1	1446	164	
Humboldt.....	1157	44	30	61	6	13	8	4	23	1328	94	
Irving.....	1214	49	30	61	2	13	1	1	1	1369	142	
Jackson.....	1095	26	47	48	25	19	18	267	37	1226	120	
Jefferson.....	946	22	52	27	8	18	9	6	9	1633	73	
Lafayette.....	530	43	32	78	1	4	9	3	7	716	38	
Laclede.....	796	36	41	34	1	4	10	4	4	926	754	
Lincoln.....	879	24	24	51	6	7	1	4	1	1194	116	
Longfellow.....	386	75	24	13	2	7	1	1	1	526	26	
Lowell.....	693	19	30	40	8	13	1	1	4	787	38	
Lyon.....	1076	86	63	32	1	8	1	1	4	1269	119	
Madison.....	1324	101	84	113	4	13	1	1	2	1644	141	
Marquette.....	906	132	74	319	5	2	2	2	2	1444	133	
Meramec.....	372	12	14	13	2	14	2	7	7	1567	167	
Monroe.....	1106	50	33	48	1	10	2	2	4	414	28	
Mount Pleasant.....	333	4	1	4	1	10	1	3	3	1251	135	
Oak Hill.....	411	26	9	14	2	2	2	2	1	343	50	
O'Fallon.....	965	40	32	64	2	2	2	2	1	462	12	
Peabody.....	1076	65	54	106	3	9	2	2	1	1098	67	
Penrose.....	814	16	18	55	4	9	2	1	1	1314	89	
Petalozzi.....	734	32	36	32	1	9	1	1	2	911	73	
Popo.....	1104	154	186	135	3	2	2	1	9	846	62	
Riddick.....	881	137	90	211	5	2	2	1	2	1598	134	
Rock Spring.....	438	52	31	17	2	10	3	1	10	1333	185	
Roc.....	306	52	10	17	2	10	3	1	1	560	33	
Shaw.....	380	78	23	85	23	15	18	2	15	386	26	
Shepard.....	769	39	39	39	5	45	15	2	5	679	91	
Sherman.....	688	89	62	97	3	11	2	2	1	904	102	
Shields.....	717	56	68	152	12	28	11	235	5	942	90	
Stoddard.....	762	186	106	306	8	4	4	6	5	1306	101	
Stoddard.....	118	4	8	5	5	4	4	1	1	1381	175	
Walnut Park.....	118	4	8	5	5	4	4	1	1	140	18	
Washington.....	625	91	50	167	5	2	2	1	5	945	106	
Webster.....	1114	86	91	87	2	13	1	1	18	1415	137	

TABLE D.—Continued.
SHOWING BIRTHPLACE OF PUPILS ENROLLED IN EACH SCHOOL FOR THE YEAR 1899-1900.

NAMES OF SCHOOLS.																
	a	b	c	d	e	f	g	h	i	j	k	l	m	n		
	St. Louis.	Missouri (without St. Louis).	Illinois.	Other States of the Union.	Ireland.	Great Britain.	Germany.	Italy.	Russia.	Other Foreign Countries.	Unknown.	Total.	Received by Transfer.	Total.		
Summer High.	139	50	10	19								250	1	250	1	250
Aldridge.	35	3		3								41	2	42	1	42
Attucks.	269	26	14	76								388	14	398	2	398
Banneker.	351	104	3	39							1	487	14	511	2	511
Belt Avenue.	31			2								33		33		33
Delaney.	227	28	4	27								286		286	2	288
Dessalines.	258	69	33	97								457		457	9	466
Dumas.	650	264	67	283								1264	20	1284	20	1284
Garnett.	110	28		2								140	1	141	1	141
L'Ouverture.	671	252	45	256								1247	18	1265	18	1265
Simmons.	441	126	9	64								687	34	721	34	721
Vaughan.	75	8		11								94		94	1	95
Wheatley.	357	24	6	33								420	13	433	13	433
Total.	60310	5531	3595	6969	44	246	471	68	570	251	198	78263	6230	84493		84493

TABLE E.
SHOWING ENROLLMENT IN THE DAY SCHOOLS, AVERAGE ATTENDANCE OF PUPILS, AVERAGE NUMBER OF TEACHERS
AND TOTAL COST OF THE SCHOOLS FOR THE YEAR 1899-1900.

NAME OF SCHOOL.	Whole Number Enrolled, Exclusive of Duplicate Registration.			Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per cent of Attendance.	Average Number of Pupils to Each Teacher.	Average Number of Teachers.	Amount of Teachers' Salaries.	Cost per Pupil on Average Belonging.	Cost of Incidental Expenses.	Cost of Incidentals per Pupil on Average Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Pupil on Average Belonging.
	Boys.	Girls.	Total.												
High.....	724	1269	1993	.....	1551	1508	97	23	69	\$3,453.50	\$80.25	\$1,014.55	\$7.10	\$104,468.05	\$67.35
Adams.....	609	616	1225	91	937	852	91	44	24	13,946.85	14.78	2,383.15	2.55	16,240.00	17.33
Ames.....	739	661	1400	84	1186	1125	95	51	23	15,382.70	12.97	2,061.02	1.73	17,443.72	14.70
Arlington.....	565	641	1206	113	981	896	91	52	22	11,993.10	12.13	2,567.52	2.61	14,470.62	14.74
Ashland.....	542	536	1078	75	898	828	92	46	22	13,008.80	15.15	2,099.49	2.34	15,703.23	17.49
Baden.....	121	115	236	9	184	169	92	43	6	3,324.90	18.07	489.12	2.66	3,814.02	20.73
Bates.....	416	431	847	74	715	697	97	41	20	11,553.73	16.18	1,710.61	2.39	13,269.34	18.57
Benton.....	339	299	638	46	478	435	91	39	14	8,523.05	17.83	1,437.76	3.01	9,960.81	20.84
Blair.....	802	840	1642	101	1372	1296	94	47	36	19,693.45	14.33	2,448.66	1.78	22,112.11	16.11
Blow.....	693	623	1316	107	931	889	92	45	24	14,517.15	14.92	1,933.27	1.89	16,450.42	16.91
Bryan Hill.....	582	515	1097	49	931	853	95	46	23	13,108.65	14.08	1,730.09	1.86	14,838.74	15.94
Carondelet.....	421	345	766	44	583	528	91	44	15	8,676.65	14.71	1,163.23	2.00	9,739.89	16.71
Carr.....	267	262	529	38	366	342	93	43	11	5,544.50	16.54	912.79	2.49	6,457.29	18.97
Carr Lane.....	493	560	1053	128	797	780	92	41	22	13,181.45	14.78	1,933.22	2.43	15,114.67	17.63
Carroll.....	576	583	1159	97	923	865	94	44	24	13,646.95	14.76	1,842.38	2.00	15,488.33	16.78
Charles.....	683	723	1405	137	1254	1190	95	44	29	16,247.10	12.96	2,697.29	2.15	18,944.39	15.11
Chouteau.....	662	674	1336	69	1023	933	91	48	26	14,895.15	14.47	2,326.92	2.27	17,122.07	16.74
Clay.....	643	653	1296	136	1146	1040	91	45	28	14,978.75	13.07	2,855.73	2.06	17,834.48	15.13
Clifton Heights.....	77	74	151	6	116	103	89	39	3	1,833.80	15.81	802.49	6.92	2,636.29	15.73
Clinton.....	643	650	1293	100	1050	963	92	47	25	15,421.65	14.69	2,347.00	2.24	17,768.65	16.93
Columbia.....	631	642	1263	96	1099	1029	93	48	28	16,024.00	13.67	4,392.37	4.00	19,416.37	17.67
Compton.....	135	132	267	87	234	217	94	45	6	3,504.50	14.98	489.85	2.09	3,994.35	15.59
Cote Brillante.....	681	731	1412	104	1180	1070	90	43	27	16,216.95	13.74	2,186.14	1.85	18,402.09	16.30
Crow.....	541	641	1182	130	959	895	93	52	21	13,486.95	14.06	2,150.11	2.24	15,637.06	16.30
Des Peres.....	202	196	398	98	350	322	92	42	10	5,623.25	16.08	904.00	2.53	6,527.25	13.66

TABLE E.—Continued.
SHOWING ENROLLMENT IN THE DAY SCHOOLS, AVERAGE ATTENDANCE OF PUPILS, AVERAGE NUMBER OF TEACHERS
AND TOTAL COST OF THE SCHOOLS FOR THE YEAR 1899-1900.

NAME OF SCHOOL.	Whole Number Enrolled, Exclusive of Duplicate Registration.			Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per cent of Attendance.	Average Number of Pupils to Each Teacher.	Average Number of Teachers.	Amount of Teachers' Salaries.	Cost per Pupil on Average Belonging.	Cost of Incidental Expenses.	Cost of Incidentals per Pupil on Average Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Pupil on Average Belonging.	
	a Boys.	b Girls.	c Total.													
Divoll.....	577	596	1173	113	886	822	93	43	23	14,415 00	16 27	2,098 91	2 37	16,513 91	18 64	
Dodier.....	224	286	510	48	402	374	93	50	9	5,923 05	14 73	728 29	1 81	6,651 34	16 54	
Douglas.....	461	421	882	71	640	581	91	49	16	9,364 25	14 63	1,190 06	1 86	10,554 31	16 49	
Doxier.....	561	606	1167	87	929	863	93	49	21	12,084 00	13 00	2,256 17	2 43	14,339 17	15 43	
Elliott.....	640	636	1276	111	1048	975	93	52	23	13,227 87	12 62	3,020 64	3 46	16,248 51	16 08	
Ellicardville.....	569	631	1200	105	966	869	91	44	25	15,032 65	15 72	1,917 03	2 01	16,949 68	17 73	
Franklin.....	479	465	944	105	619	548	88	44	18	9,063 05	14 64	1,962 08	3 17	11,025 73	17 81	
Freemont.....	533	530	1113	95	963	908	94	48	24	13,265 90	13 77	3,012 89	3 13	16,278 79	16 90	
Prochel.....	229	222	451	69	410	379	92	44	11	6,352 20	15 49	1,146 81	2 80	7,499 06	18 29	
Gardenville.....	34	28	62	4	50	44	89	25	2	1,627 20	32 54	456 32	9 13	2,083 52	41 67	
Gardfield.....	617	622	1239	178	954	891	93	41	27	15,435 85	16 18	2,280 64	2 89	17,716 49	18 57	
Grant.....	372	361	733	58	652	608	93	49	16	9,127 55	14 00	1,222 61	1 88	10,350 16	15 88	
Gratnot.....	257	238	495	25	353	314	89	38	11	6,377 00	18 07	1,144 71	3 24	7,521 71	21 31	
Gravols.....	105	106	211	40	194	179	92	43	5	2,835 20	19 62	514 48	2 65	3,349 68	17 26	
Hamilton.....	336	375	711	47	497	451	91	35	17	9,852 00	14 61	1,254 32	2 52	11,106 32	22 34	
Harrison.....	171	152	323	53	274	249	91	55	5	3,042 85	11 11	890 07	3 25	3,932 92	14 36	
Hodges.....	685	761	1446	164	1216	1137	94	50	28	16,525 15	13 59	4,987 88	4 10	21,513 03	17 69	
Humboldt.....	671	657	1328	94	1052	970	92	44	25	13,897 35	13 21	1,928 47	1 83	15,825 82	15 04	
Irvine.....	684	627	1369	98	1165	1087	93	49	22	17,206 95	14 77	2,736 01	2 35	19,942 96	17 12	
Jackson.....	599	627	1226	120	915	836	91	48	22	2,229 53	12 40	3,061 25	2 44	13,571 58	14 84	
Jefferson.....	837	816	1653	75	1300	1217	94	40	36	21,310 65	16 39	3,061 25	2 87	24,371 90	18 76	
Lafayette.....	389	327	716	38	515	469	91	40	17	8,739 94	16 97	1,201 40	2 33	9,941 30	19 30	
Lafayette.....	473	453	926	94	736	736	94	45	22	12,289 35	15 64	1,587 77	2 02	13,877 12	17 68	
Lincoln.....	600	594	1194	116	840	752	90	41	24	13,183 70	15 69	2,076 13	2 47	15,259 83	18 16	
Longfellow.....	264	262	526	26	438	399	91	44	11	7,243 23	15 64	1,051 87	2 40	8,295 10	18 94	
Lowell.....	386	402	787	38	637	593	93	44	17	9,576 00	15 03	1,237 45	1 81	10,813 45	16 97	

STATISTICAL TABLES.

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	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
6271	6262	1269	119	1030	967	93	51	23	17	380	45	12	86	2,109	57
6282	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6292	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6302	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6312	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6322	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6332	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6342	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6352	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6362	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6372	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6382	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6392	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6402	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6412	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6422	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6432	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6442	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6452	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6462	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6472	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6482	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6492	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6502	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6512	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6522	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6532	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6542	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6552	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6562	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6572	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6582	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6592	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6602	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6612	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6622	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6632	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6642	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6652	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6662	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6672	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6682	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6692	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6702	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6712	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6722	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6732	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6742	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6752	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6762	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6772	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6782	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6792	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6802	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6812	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6822	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6832	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6842	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6852	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6862	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6872	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6882	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6892	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6902	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6912	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6922	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6932	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6942	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6952	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6962	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6972	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6982	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
6992	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7002	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7012	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7022	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7032	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7042	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7052	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7062	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7072	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7082	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7092	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7102	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7112	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7122	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7132	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7142	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7152	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7162	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7172	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7182	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7192	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57	2,089	57
7202	1344	1327	1284	93	51	23	17	380	45	12	86	2,109	57		

TABLE F.
SHOWING ENROLLMENT AND ATTENDANCE OF PUPILS IN THE KINDERGARTENS FOR THE YEAR 1899-1900.

NAMES OF KINDERGARTENS.	No. of Teachers.		Whole No. Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per cent of Attendance.	
	Paid Teachers.	Volunteer Teachers.	c. Total.	p. Boys.	e. Girls.					t. Total.
Adams A. M.....	1	1	3	51	56	107	57	54	90	
Adams P. M.....	1	1	3	43	37	80	35	40	89	
Ames A. M.....	1	1	3	77	46	123	61	72	96	
Ames P. M.....	1	1	3	46	54	100	53	62	83	
Arlington A. M.....	2	1	4	47	51	98	60	65	85	
Arlington P. M.....	1	1	3	29	29	58	38	45	79	
Ashland A. M.....	1	1	3	25	24	49	52	43	86	
Ashland P. M.....	1	1	3	26	24	50	49	45	85	
Bates A. M.....	1	1	3	32	36	68	46	42	83	
Bates P. M.....	1	1	3	31	36	67	33	38	88	
Benton A. M.....	1	1	3	53	75	128	51	37	85	
Blair A. M.....	1	1	3	76	87	163	86	78	90	
Blair P. M.....	1	1	3	70	35	105	32	30	86	
Blow A. M.....	1	1	3	48	45	93	45	35	85	
Blow P. M.....	1	1	3	43	32	75	69	54	92	
Bryan Hill A. M.....	1	1	3	51	46	97	58	43	88	
Bryan Hill P. M.....	1	1	3	23	36	59	39	38	92	
Bryan Hill A. M.....	1	1	3	33	29	62	34	24	82	
Carondelet A. M.....	1	1	3	46	36	82	40	40	88	
Carondelet P. M.....	1	1	3	39	29	68	34	34	85	
Carr A. M.....	1	1	3	33	38	71	34	34	86	
Carr P. M.....	1	1	3	32	28	60	28	29	89	
Carr Lane A. M.....	1	1	3	26	26	52	31	28	90	
Carr Lane P. M.....	1	1	3	24	26	50	58	48	92	
Carroll A. M.....	1	1	3	35	47	82	57	64	91	
Carroll P. M.....	1	1	3	41	41	82	74	67	92	
Charles A. M.....	1	1	3	35	45	80	72	67	91	
Charles P. M.....	1	1	3	38	34	72	58	51	91	
Chouteau A. M.....	1	1	3	46	57	103	64	62	91	

TABLE F.—Continued.

NAMES OF KINDERGARTENS.	No. of Teachers.			Whole No. Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per cent of
	Paid Teachers.		Total.	Boys.	Girls.	Total.				
	a	b									c
Lafayette A. M.....	3	.....	3	48	41	89	99	50	88	
Lafayette P. M.....	2	.....	2	29	26	55	32	37	83	
Lincoln A. M.....	2	.....	2	33	34	67	35	39	84	
Lincoln P. M.....	2	.....	2	34	43	77	49	27	81	
Lowell A. M.....	2	.....	2	32	44	76	44	42	90	
Lowell P. M.....	2	.....	2	31	45	76	44	41	98	
Lyon A. M.....	2	.....	2	35	49	84	61	50	89	
Lyon P. M.....	2	.....	2	51	49	100	50	40	86	
Madison A. M.....	2	.....	2	30	50	80	59	43	90	
Madison P. M.....	2	.....	2	27	38	65	44	60	88	
Marquette A. M.....	3	.....	7	63	55	118	60	63	91	
Meramec A. M.....	2	4	.....	25	60	85	52	57	91	
Meramec P. M.....	2	1	.....	25	37	62	56	46	90	
Monroe A. M.....	2	.....	2	36	37	73	56	45	85	
Monroe P. M.....	2	.....	2	43	35	78	54	45	85	
O'Fallon A. M.....	2	.....	2	25	29	54	36	45	89	
O'Fallon P. M.....	2	.....	2	19	23	51	34	45	85	
Peabody A. M.....	2	.....	2	50	50	100	63	38	89	
Peabody P. M.....	2	.....	2	45	37	82	44	44	89	
Penrose A. M.....	2	.....	2	25	23	48	44	41	87	
Penrose P. M.....	2	1	.....	12	28	40	35	33	87	
Pestalozzi A. M.....	2	.....	2	27	39	66	47	35	91	
Pestalozzi P. M.....	2	.....	2	37	61	98	42	44	87	
Pope A. M.....	4	.....	4	50	51	101	57	55	99	
Pope P. M.....	4	.....	4	55	49	104	46	41	87	
Riddick A. M.....	3	.....	3	60	70	130	72	63	86	
Rock Spring A. M.....	4	.....	4	56	50	106	70	65	87	
Roc A. M.....	2	.....	2	22	26	48	30	25	83	
Shaw A. M.....	3	.....	3	60	75	135	75	66	85	

STATISTICAL TABLES.

1	Shaw P. M.	1	.....	1	22	30	52	22	30	27	90
2	Shepard A. M.	2	.....	2	23	33	56	44	32	46	89
2	Shepard P. M.	2	.....	2	22	37	68	46	48	41	88
2	Sherman A. M.	4	.....	6	61	69	130	76	74	66	86
7	Shields A. M.	1	.....	8	95	119	214	130	130	118	89
	Shields P. M.										
2	Stoddard A. M.	3	.....	5	30	34	64	41	42	36	86
1	Stoddard P. M.	1	.....	5	25	35	60	20	20	18	90
3	Webster A. M.	2	.....	5	57	49	106	76	74	60	74
3	Webster P. M.	3	.....	3	41	47	88	65	60	58	86
1	Attucks A. M.	1	.....	1	20	32	52	20	23	19	83
	Attucks P. M.										
2	Banneker A. M.	2	.....	2	33	28	61	38	36	32	88
1	Delaney A. M.	1	.....	2	25	27	52	49	46	38	82
	Delaney P. M.										
1	Dessallnes A. M.	1	.....	1	25	34	59	23	29	22	76
	Dessallnes P. M.										
6	Dumas A. M.	2	.....	8	63	61	124	75	75	61	82
	Dumas P. M.										
4	L'Ouverture A. M.	1	.....	5	80	88	168	60	77	60	78
	L'Ouverture P. M.										
3	Simmons A. M.	3	.....	3	55	54	109	65	60	51	77
	Simmons P. M.										
2	Wheatley A. M.	2	.....	2	25	29	54	33	31	24	77
286	Total	36	.....	325	4947	5152	10099	5864	6283	5504	87
a		b		c	d	e	f	g	h	i	j

PART III.

HANDBOOK OF INFORMATION AND SCHOOL DIRECTORY.

Containing the following, *in the order given*:

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PART III.

HANDBOOK OF INFORMATION AND SCHOOL DIRECTORY.

SANITARY REGULATIONS.

The following are the rules prescribed in regard to the heating of buildings for the winter months:

1. The mean temperature of the schoolroom should be 68 or 69 degrees.
2. The temperature should never be above 70 degrees.
3. When the temperature is below 65 degrees at the opening of a session, the teacher *must* see that the children keep on their wraps.
4. When the temperature is below 60 degrees in any room, the pupils of such room should be taken into some other room in the building having the proper temperature.
5. When the temperature is below 60 degrees in so many of the rooms in the building that consolidation of pupils in rooms sufficiently warm cannot be made, and there is no prospect of securing sufficient heat very early in the session, the school must be dismissed.
6. When the temperature is below 60 degrees and there is a prospect of soon getting the necessary amount of heat, if the pupils are retained, they *must*, meanwhile, be required to keep on their wraps. They must be frequently directed to move about the room or to take enough systematic exercise (calisthenics) to keep up the circulation.
7. Principals and teachers *must* see that the children do not go out at recess, at the close of a session, or at any other time, without putting on and properly securing their wraps, when the outdoor temperature is such that artificial heat is required in the building.
8. Principals *must* instruct their assistants fully in the matter set forth in this circular, and see that these instructions are followed. Principals and teachers cannot afford to lose sight of their responsibility in the care of the health and life of the children in their charge.

REGULATIONS IN REGARD TO SMALLPOX, DIPHTHERIA, SCARLATINA, MEASLES, WHOOPING-COUGH, CHICKEN-POX, ERYSIPELAS AND CROUP.

1. When any member of a family is afflicted with any of the above named diseases, all children of that family, and all children living in the same house, must be excluded from school.

2. When two or more families use in common the same entrance to a building, or the same yard, or the same water-closet, or the same vault, all children of such families must be excluded from school in case any member of one of these families is afflicted with any of the above named diseases.

3. Children who have been excluded from school, under the above conditions, for smallpox, croup, cerebro-spinal fever, diphtheria, or scarlatina, shall be reinstated only upon a certificate of the Chief Sanitary Officer of the Health Department that the case or cases in that locality have terminated, and that the premises where the diseases have existed have been thoroughly fumigated by the Health Department.

4. Children who have been excluded from school, under the above conditions, for measles, whooping-cough, chicken-pox, or erysipelas, may return upon the certificate of the attending physician that the child is well.

Sections 381 and 382, Art. 9, Chap. 14, Revised City Ordinances, 1893, read as follows:

Section 381. The parents or guardians of children attending any private or public school, who shall permit them to attend school after it becomes known to said parents or guardians that any of their family are infected with any *infectious or contagious disease*, shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in a sum not less than five nor more than ten dollars.

Sec. 382. Any principal or teacher of any private or public school in the city of St. Louis, having official or authentic information of the existence of any *infectious or contagious disease* in the family of any pupil attending said school, shall immediately cause the removal of said pupil from said school, *and until he (or she) shall have undoubted proof of the premises where the family reside being disinfected and the disease eradicated.* Any failure on the part of any principal or teacher complying with the provisions of this article shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in a sum not less than five nor more than ten dollars.

The Health Commissioner strongly recommends that all premises in which there has been diphtheria, croup, cerebro-spinal fever, scarlatina, measles, small-pox, or consumption, be thoroughly disinfected on the termination of each case.

TUITION FEES OF NON-RESIDENTS.

Only children of residents are legally entitled to attend the public schools maintained by the city. Children whose parents live outside of the city, and who come here to live with relatives, are not entitled, under the law, to a place in the public schools. Children *whose parents live in Missouri* outside of St. Louis, *may be* admitted at the discretion of the Board of Education to District schools having sufficient room, on payment of the annual tuition fee of \$20, and to the High School for the annual fee of \$50; payable quarterly in advance.

Frequently, when the friends of such non-resident children ask for their admission on the plea that they pay school taxes, that they have no children of their own and therefore should be allowed to obtain free tuition for their near relatives whose parents live in another city, the Board of Education find themselves unable to comply with this request. The Board of Education is not legally authorized to educate, free of tuition, children sent here from other places, even if they live with near relatives, for this would mean that in order to comply with the wishes of one tax-payer, an additional burden is imposed on every other. Children of indigent parents, left in the care of indigent relatives, need not grow up without an education; such children may be bound as apprentices to their relatives, and are then entitled to free tuition.

At a meeting of the School Board, held on September 12th, 1893, the Attorney of the Board submitted the following report, which was adopted and ordered printed for information:

"At the meeting of the Board, held on August 15, 1893 (printed Journal, Volume 8, page 432), you referred to me Section II of Rule 79, for my opinion as to the lawful right of the Board to admit to the public schools of the city children of parents who are resident of Missouri outside of the city of St. Louis, and those of parents who are resident of the State of Illinois, on the payment of tuition fees.

"I am of the opinion that the Board has the power, under Section 7993 of the Revised Statutes of 1889, to admit as pupils, children of

parents who are resident of Missouri outside of the city of St. Louis and prescribe tuition fees, provided they can be admitted to the city schools without detriment to the children of parents residing within the city.

"I am further of the opinion that the Board has no lawful right to admit into the public schools of the city, children of parents residing in the State of Illinois or any other State outside of Missouri, even upon payment of such tuition fees as the Board might prescribe."

In enforcing this rule of the Board the principals must also be guided by a previous opinion of the Attorney of the Board, which reads as follows:

"Under the law as decided by the St. Louis Court of Appeals in the case of *Binde v. Klinge* (30 Mo. App., 285), children whose parents reside elsewhere than in the city of St. Louis are not entitled to attend the public schools of the city without the payment of tuition fees.

"The payment of school taxes in the city by parents who reside without the city does not give them the right to send their children free to the public schools of the city, nor does the fact that such children reside with friends or relatives in the city confer upon them the right to attend the public schools of the city free of charge.

"An exception is made by the law in favor of children bound as apprentices who have homes in the city. They are not required to pay tuition fees.

"Children who have homes in the city, and both of whose parents are dead, are entitled to attend the public schools without charge."

An amendment to the school law was enacted in 1895 and provides:

"That any person who resides in a district in which only the studies enumerated in Section 8023 are taught, and who pays a school tax in a city, town or village district in which a school of higher grade is established, shall be entitled to send his or her children to such higher grade school and receive a credit on the amount charged for tuition to the amount of such school tax."

The studies enumerated in the section referred to are orthography, English, reading and grammar, penmanship, arithmetic, geography, United States history, civil government, theory and practice and physiology.

APPRENTICING CHILDREN.

In regard to apprenticing children Mr. R. E. Rombauer, Attorney of the Board of Education, says in a letter addressed to the Superintendent of Instruction:

"You will find the law touching apprentices in the State on pages 189 and following, of the Revised Statutes of 1889, Vol. I.:

"All minors may be bound as apprentices to some appropriate industry, art, *calling*, or trade, so that the law is very broad, and includes the calling of a domestic servant. There is no limitation as to age, *below*, but if the minor is over fourteen years of age, he or she cannot be bound without the written consent of the minor indorsed on the indenture.

"The last section of the law provides, that nothing contained in this chapter shall prevent or affect the right of a father, by the common law, to assign or contract for the service of his children for the term of their minority, or any part thereof.

"As the apprenticing of a minor is attended with some circumlocution and slight expense, perhaps the same result could be reached by a simple assignment of the services of the child, for a limited period, by the father to some resident of the city, in which event the domicile of the child for the purposes of education would be the master's residence."

Minors may be bound as apprentices, under the provisions of Secs. 370 and 371 of the Revised Statutes of Missouri, 1889.

The papers of apprenticeship should contain a statement of the domicile of the one to whom the child is apprenticed. It must be an indenture of two parts, as required by Sec. 376 of the Revised Statutes. It must bind the apprentice to some appropriate industry, art, *calling*, or trade (Sec. 369), and it must state the age of the minor according to Sec. 378.

AMENDMENT OF 1897.

The legislature in 1897 amended Section 7993 of the Revised Statutes as far as the same has reference to non-resident pupils. The section as amended provides that orphan children, or any children bound as apprentices, *and all children whose parents do not contribute to their support*, shall have the privilege of attending school in any district in the State of Missouri, in which they may find a permanent or temporary home, without paying a tuition fee.

WHAT CONSTITUTES DOMICILE.

Principals may admit to their schools, children that are residents in the city in accordance with the definitions given below. All applications of non-residents, and of children applying under Rule 4, quoted below, must be referred to the Superintendent of Instruction.

Under the legal provisions and opinions quoted above the following are considered children domiciled in the city of St. Louis:

1. A child whose parents live within the city limits.
2. A legally adopted child whose parents by adoption live within the city limits.
3. An orphan living within the city limits. (An orphan is a child both of whose parents are dead.)
4. Children whose parents do not contribute to their support, and who have found in this city a temporary or permanent home.

The provisions of the amendment of 1897, together with other provisions of the law, cover two additional classes:

- (a) Children of school age who are emancipated by their parents, and rely for their support on their own earnings exclusively.
- (b) Children of school age that are waifs, that is to say, who have drifted away from their parents and have found a permanent or temporary home in this city, and for whose support the parents contribute nothing.

5. (Applications covering the following cases, the principals must refer to the Superintendent.) A child living within the city limits with its mother, under the following conditions:—

- (a) If the father has abandoned his family.
- (b) If the parents are divorced and the mother has custody of the child.

The following cases serve to illustrate what constitutes domicile, and in what cases there is no right to free tuition:—

6. The domicile of a half-orphan (meaning one who has one parent living), is that of his living parent, and such child has no orphan privileges.

7. A child may have a different domicile from the one of his appointed guardian, hence the mere fact that such guardian resides within the city, and that the child resides with him, does not entitle the child to free tuition.

8. Payment of tax on city property by parents residing outside of the city, does not confer on the child the right of free tuition.

TEACHERS' EXAMINATIONS.

Principals and High School teachers are appointed after having passed an examination. Other vacancies in the district schools are filled exclusively by students that have finished the Normal course of the St. Louis High School. The training of this course is carefully adjusted to the needs of our city schools. A higher grade of scholarship is required for admission to the normal course than to any other course of instruction in the High School, and a higher degree of scholarship is demanded for promotion from grade to grade. It seems reasonable therefore that the Board of Education should give preference, in making appointments, to those who are most familiar with every detail of public school work by their own experience as pupils and their special study in the normal course of the High School.

As long as there is a sufficient number of young teachers obtainable from this course, no examination for a position as teacher in the district schools is given to other applicants. At present several hundred graduates of the St. Louis Normal and High School are waiting for positions, and while the Board has such a surplus of eligible teachers on their list they do not authorize the examination of any other candidates for positions in the district schools.

TRAINING OF KINDERGARTEN TEACHERS.

The city maintains a training class for kindergarten teachers, which is open to applicants who have finished at least two years of the St. Louis High School. Applicants from other cities may be admitted to the kindergarten training class if they bring a diploma of some High School or College, or make its equivalent in examination. Good preparation in music is desirable. The course of training cannot be finished in less than a full year, unbroken by absence. It consists of practical volunteer work in the kindergartens of the city and theoretical work through afternoon lessons and lectures. The successful completion of

the course gives a place on the eligible list from which the Board of Education makes appointments strictly in the order of the time of graduation. The names of each class are arranged in accordance with the scholarship record, and appointments are made in that order. At present the large number of persons who have finished the course and are waiting for positions makes it improbable that new comers can find employment for perhaps three years after graduation.

PRINCIPALS' EXAMINATION.

There are two regular examinations per year for candidates for principalships or positions in the High School. These examinations take place, usually, toward the end of June and December.

These examinations are held for the sole purpose of keeping a number of names on the eligible list from which selection may be made whenever vacancies occur. No certificates as to the result of these examinations are issued, no promise whatever is given in regard to the employment of competitors successful in such examination. For admission to this examination the presentation of a diploma of some first-class college or normal school is required.

The St. Louis High School is not arranged on the so-called departmental plan, and no regular teacher is appointed to teach special studies and no others. Applicants for position, even if they expect to be employed chiefly in special studies are required to pass the general examination prescribed by the Board. Vacancies in the High School are rare, and there is a large number of applicants that have passed the required examination, but cannot find employment.

The studies in which candidates for principalship or a position in the High School must pass are as follow:

Algebra, Geometry, Latin, English Literature, History and Grammar of the English Language, General History, Natural Science, and Theory and History of Education. There is also an oral examination on the common English branches.

The books on which these examinations will be based for 1899-1900, are as follows:

Milne's High School Algebra; Wells' Essentials of Algebra; Wentworth's Geometry; Caesar, the first four books of the Commentaries; Cicero, Orations against Catiline, Manilian Law and Archias, with questions on the forms and construction. In addition a short passage to translate into Latin, based on the first book of the Commentaries; short passage of simple Latin to translate at sight; Shaw's New History of English Literature; Meikeljohn's English Language; Phillip Van Ness Myers' General History; Benj. E. Andrews' Brief Institute of General History; Mary D. Sheldon's Studies in General History; Hutchison's Physiology; Carhart & Chute's Physics; Storer & Lindsay's Chemistry; Bergen's Elements of Botany; R. H. Quick's Essays on Educational Reformers; J. G. Fitch's Lectures on Teaching.

APPOINTMENT OF TEACHERS.

I. (NORMAL GRADUATES.)

The following regulations concerning teachers' appointments were approved by the Board of Education at its meeting of September 14, 1897:

(a) All appointments to positions of assistant teachers, take place from the eligible list printed in the pay-roll manual of the Public Schools.

(b) Only graduates from the Normal Course are placed on this list, each class in the order of the time of graduation.

(c) The names of the members of each class are arranged in the order of the scholarship record of the applicants during the last two years of the Normal Course.

(d) All appointments to take place strictly in accordance with the eligible list thus prepared, and no preference is to be shown on any account whatsoever.

(e) The marriage of any lady in the employ of the Board is considered as a resignation, and no married lady is to be appointed to a position.

II. (COLLEGE GRADUATES.)

Ladies that have graduated from a college in good standing, and have also passed the principals' examination, as required

by the rules of the Board, may be put on the eligible list of substitutes for the district schools, by the Superintendent, if he is satisfied of their presumable practical efficiency as teachers; and these applicants shall in such case take their place on the eligible list in the order of the date of their examination.

III. (REINSTATEMENT OF FORMER TEACHERS.)

Graduates of the Normal School of St. Louis, who were formerly in the employ of the Board, and apply for reinstatement may, provided they are not married ladies, be placed, by the Superintendent, on the eligible list, under the following restrictions:

(a) A preference in appointment shall be given to the graduates of the Normal School now on the eligible list of the Board, and only such of the former teachers asking for reinstatement shall be considered, that are not disqualified on account of age or feeble health, from performing efficiently every duty that may be assigned to a teacher, and whose record during the time they were in the employ of the Board was exceptionally good. No such applicants shall be employed unless the Superintendent believes that they will do better work than the average young teacher.

(b) All former teachers applying for reinstatement under this regulation, who have been out of the employ of the Board for a period of three years, or longer, shall be obliged, before they are placed on the eligible list, to pass a satisfactory examination in the studies prescribed by the Board.

(c) When such examination seems to be in the interest of the schools, the Superintendent may hold it at the time prescribed by the rules of the Board for principals' examinations.

(d) Former teachers passing an examination in accordance with this regulation may be put on the eligible list under the date of their examination, but they shall not be appointed until after those preceding them on the list have found positions.

SCHEDULE OF SALARIES—BY RANK.

PRINCIPALS.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.	Sixth Year.	Seventh Year.
Principal High School	\$2,400 00	\$2,500 00	\$2,600 00	\$3,000 00	\$3,500 00	.....	.....
Principal Class A Schools (18 or more Assts.)	1,700 00	1,800 00	1,900 00	2,000 00	.....	.....	.....
Principal Class B Schools (14 to 17 Assts.)	1,500 00	1,600 00	1,700 00	1,800 00	.....	.....	.....
Principal Class C Schools (10 to 13 Assts.)	1,200 00	1,300 00	1,400 00	1,500 00	.....	.....	.....
Principal Class D Schools (8 or 9 Assts.)	900 00	950 00	1,000 00	1,050 00	1,100 00	.....	.....
Principal Class E Schools (5, 6 or 7 Assts.)	800 00	850 00	900 00	.....	.....	.....	.....
Principal Class F Schools (3 or 4 Assts.)	700 00	750 00	800 00	.....	.....	.....	.....
Principal Class G Schools (1 or 2 Assts.)	600 00	650 00	.....	.....	.....	.....	.....
ASSISTANTS—Normal and High Schools.							
Assistant Principal	2,100 00	2,200 00	2,300 00	2,400 00	.....	.....	.....
Head Assistant	1,600 00	1,700 00	1,800 00	1,900 00	2,000 00	.....	.....
First Assistant	1,400 00	1,500 00	1,600 00	1,700 00	1,800 00	.....	.....
Second Assistant	1,300 00	1,350 00	1,400 00	1,450 00	1,500 00	.....	.....
Third Assistant	1,000 00	1,050 00	1,100 00	1,150 00	1,200 00	.....	.....
Fourth Assistant	750 00	800 00	850 00	900 00	950 00	.....	.....
Fifth Assistant	650 00	700 00	750 00	800 00	.....	.....	.....
ASSISTANTS—District Schools.							
Head Assistant	650 00	700 00	750 00	800 00	850 00	.....	.....
First Assistant	500 00	550 00	600 00	650 00	700 00	.....	.....
Second Assistant	400 00	440 00	480 00	520 00	560 00	580 00	600 00
KINDERGARTENS.							
Supervisor and Normal Instructor	1,875 00	.....	.....	.....	.....	.....	.....
First Normal Instructor (Crow School)	700 00	750 00	800 00	.....	.....	.....	.....
Second Normal Instructor (Dumas School)	350 00	400 00	450 00	.....	.....	.....	.....
Office Assistant .....	.....	.....	.....	.....	700 00	.....	.....
Director, whole day	500 00	550 00	600 00	650 00	700 00	.....	.....
Director, half day	300 00	350 00	400 00	.....	.....	.....	.....
Paid Assistant, whole day	375 00	400 00	.....	.....	.....	.....	.....
Paid Assistant, half day	250 00	275 00	300 00	.....	.....	.....	.....
MUSIC.							
Music Supervisor, Male	1,500 00	1,600 00	1,700 00	1,800 00	.....	.....	.....
Assistant Music Supervisor, Female	900 00	1,000 00	1,100 00	1,200 00	.....	.....	.....
Music Instructor, Normal School (half day)	450 00	500 00	550 00	600 00	.....	.....	.....
DRAWING.							
Drawing Supervisor	1,800 00	.....	.....	.....	.....	.....	.....
Assistant Drawing Supervisor	800 00	900 00	1,000 00	1,100 00	1,200 00	.....	.....
Second Assistant Drawing Supervisor	600 00	700 00	800 00	900 00	1,000 00	.....	.....
PRIMARY SUPERVISION.							
Primary Supervisor	1,800 00	.....	.....	.....	.....	.....	.....
Assistant Primary Supervisors	1,200 00	.....	.....	.....	.....	.....	.....
PHYSICAL CULTURE.							
Supervisor of Physical Culture	700 00	750 00	800 00	.....	.....	.....	.....
Instructor of Physical Culture	575 00	600 00	650 00	.....	.....	.....	.....
Instructor of Physical Culture—High	750 00	.....	.....	.....	.....	.....	.....
DEAF MUTE SCHOOL.							
Head Assistant	1,000 00	1,100 00	1,200 00	.....	.....	.....	.....
Assistant	400 00	440 00	480 00	520 00	560 00	580 00	600 00
MANUAL TRAINING.							
Instructor, Manual Training—White Schools	800 00	.....	.....	.....	.....	.....	.....
Instructor, Manual Training—Colored Schools	560 00	.....	.....	.....	.....	.....	.....
Teacher of Domestic Science—White Schools	800 00	.....	.....	.....	.....	.....	.....
Teacher of Domes. Science—Colored Schools	650 00	.....	.....	.....	.....	.....	.....
EVENING SCHOOLS.							
Principal, White Schools	700 00	Term 60 nights, at rate of \$3.50 per night.					
Assistant, White Schools	450 00	Term 60 nights, at rate of 2.25 per night.					
Principal, Colored Schools	450 00	Term 60 nights, at rate of 2.25 per night.					
Assistant, Colored Schools	300 00	Term 60 nights, at rate of 1.50 per night.					

Teachers upon promotion shall receive the grade of salary next higher than that to which they were entitled before promotion. (Resolution of the Board, Off. Proc., Vol. VIII, p. 40.) All salaries given in this schedule are on the basis of 200 school days per year.

NUMBER OF TEACHERS OF EACH GRADE OF SALARY.

ANNUAL SALARY.	Males.		Females.	
	1899-1900	1898-1899	1899-1900	1898-1899
\$3500.....	1	1		
3000.....				
2400.....	1	1		
2200.....				
2000.....	34	33	7	8
1900.....		3	1	
1875.....				
1800.....	4	2	6	7
1700.....	4		1	
1600.....		1		1
1500.....	6	7	18	14
1450.....		3		4
1400.....	1			2
1350.....				
1300.....	5	1	1	
1200.....	11	7	18	12
1150.....		3	1	7
1100.....	3	2	6	6
1050.....		2	1	1
1000.....	1		1	2
950.....	1	1	12	10
900.....	4	3	1	3
850.....		1	32	35
800.....	2	1	6	5
750.....		2	10	3
700.....			176	188
650.....			37	13
610.....				
600.....	1		187	231
580.....			401	
570.....				
560.....		1	60	445
550.....			3	2
530.....			1	
520.....			77	66
500.....			6	2
490.....				1
480.....			56	79
450.....				
440.....			67	57
400.....			178	138
375.....				
350.....			1	5
300.....			77	67
275.....			11	16
250.....			10	6
200.....				4
Total.....	79	75	1470	1440

REGULATIONS CONCERNING REQUESTS FOR LEAVE OF ABSENCE.

(Approved by the Board of Education, Sept. 14, 1897.)

Any teacher in the employ of the Board of Education who is compelled to be absent from school for some length of time should send a request for a leave of absence.

Leave of absence may be granted to a teacher for cause which the Board deems sufficient, and on written application. No leave of absence, however, shall be granted for the purpose of taking a position elsewhere, and keeping the position in this city open in the meanwhile. The granting of leave of absence shall be under the following restrictions:—

(1) All requests for leave of absence must be in writing, and contain a full statement of the cause.

(2) *Ranking Teachers.*—Leave of absence may be granted to ranking teachers, until the end of the current scholastic year, with a promise of reinstatement to the rank and position which they hold at the time.

(3) An extension of such leave of absence, with promise of rank and position, may be granted at the beginning of the following scholastic year, under the condition that the aggregate time for which such leave of absence has been granted or extended shall not exceed ten months. Such leave of absence may again be extended without promise of rank or position, to the end of the current school year, on written application.

(4) *Second Assistants.*—A leave of absence without promise of special position, may be given to any teacher, until the end of the scholastic year, and on request, such leave of absence may be extended for a time not exceeding ten school months, at the beginning of the next scholastic year.

(5) *Failure to Return.*—Failure to report for duty at the expiration of a leave of absence or extension granted to a teacher, or failure to ask for leave of absence, in case of protracted absence, shall be considered a resignation.

(6) *Substitutes and Apprentice Teachers.*—The Superintendent may extend from year to year the leave of absence of substitutes on the eligible list, as long as their services are not required.

(Rule 48, Secs. V, VI, and VII.)

(7) *Notice of Return.*—Whenever a leave of absence to the end of the scholastic year has been granted by the Board of Education, the teacher must notify the Superintendent by the 1st of June

of her intention to resume her duties at the beginning of the next scholastic year, so that notice of the intended return may be inserted in the June proceedings of the Board.

In the case of a leave of absence that has extended seven months or longer, and which terminates at a period other than the end of the scholastic year, the teacher's request for reinstatement must be made before the second Tuesday of the month preceding the date of intended return, with the understanding that the reassignment of such teacher to a position cannot be made until after the second Tuesday of the following month.

Teachers having leave of absence for less than seven months, and not terminating with the end of the scholastic year, must notify the Superintendent of their intention to return, at least two weeks before the expiration of the time specified in their leave of absence, otherwise a position will not be held for them.

(8) *Notice.*—Attention is also called to the fact that an indefinite leave of absence is equivalent to a resignation according to the rules of the Board.

In response to request for leave of absence, it is the custom of the Board to grant it until June 1st, instead of the end of the school year. The reason for this practice is that teachers wishing to return from their leave of absence must send word in writing to that effect between June 1st and June 15th, so that positions may be reserved for them when the list of teachers for the following scholastic year is made up. If the leave of absence is not renewed between June 1st and the close of the school year this is usually construed as equivalent to a resignation.

All requests for leave of absence should be written on the blank provided for this purpose. On the back of this blank the regulations of the Board of Education concerning leave of absence are printed, and should be read before the request is made. Leave of absence blanks may be obtained from the principals or at the office of the Superintendent of Instruction.

NOTICES TO TEACHERS.

TEACHERS' VISITING DAYS.—Requests for "visiting days" require the indorsement of the principal and should mention the day of the visit and the school to be visited. Such requests should be sent to the Superintendent at least a week before the time of the visit.

SUBSTITUTE TICKETS.—In making out time for substitutes in permanent places, at the end of the half quarter, principals will please bear in mind the regulation which was adopted by the Board at its meeting of June 14th, 1898 (page 622, official proceedings), to the effect that the time of substitutes in *permanent places*, after

they have been in such permanent vacancies for two months, shall be counted in the same way as the time of regular teachers.

RESIDENCES.—When teachers change their residence they are requested to send notice of such change to the office of the Superintendent of Instruction.

TERMS AND VACATIONS.

ANNUAL SCHOOL TERM.—Forty weeks, beginning the first Monday in September. Labor Day, by action of the Board, is given to the schools as a holiday; hence their first session is a day later.

VACATIONS.—From December 25th to January 1st, inclusive, and from the close of the fortieth week of school, which is usually about the middle of June, to the Tuesday following the first Monday in September.

DAILY SESSIONS IN THE HIGH SCHOOL.—From 9:00 a. m. to 2:30 p. m.

DAILY SESSIONS IN THE DISTRICT SCHOOLS.—From 9:00 a. m. to 12:00 m., and from 1:10 to 3:25 p. m.

The program must continue until within five minutes of the close of the morning and afternoon sessions. At 11:55 and 3:20 respectively preparations for dismissal may be begun.

DOUBLE TIME SESSIONS.—In overcrowded districts where more children apply for admission than can be accommodated, a double-time session is temporarily instituted. The children are divided into two classes, one set of pupils attending from 8:30 to 12:20, and another set attending from 12:30 to 4:30. Two teachers are assigned to such rooms, one for the forenoon and another for the afternoon.

INCLEMENT WEATHER SESSIONS FOR THE FULL TIME.—In cases of storm or violent rain at noon time, when the children are about to be dismissed, principals are authorized, in their discretion, to continue school without the usual noon-day intermission of one hour and ten minutes. Such inclement weather sessions last from 9 a. m. to 2:30 p. m., with a noon recess of twenty minutes.

EVENING SCHOOLS.—Commence the second Monday in October and continue (three evenings per week) for twenty weeks. The evening school sessions begin at 7:00 and end at 9:00 p. m. Names of absent pupils are discontinued from the list after two evenings' absence.

TEXT-BOOKS USED IN THE PUBLIC SCHOOLS.

DISTRICT SCHOOLS.

READING.—Stepping Stones, first to third books inclusive; Baldwin's Readers, first to eighth inclusive.

SPELLING.—Reed's Word Lessons.

GRAMMAR.—Language Work, Reed & Kellogg; Lessons in English, Reed & Kellogg.

ARITHMETIC.—Southworth's Essentials of Arithmetic, books One and Two.

GEOGRAPHY.—Natural—Elementary and Advanced.

HISTORY.—Fiske's History of the United States.

PENMANSHIP.—Spencerian Shorter Course Nos. 4, 6 and 7; Vertical, Natural, Nos. 3, 4 and 6.

DRAWING.—Prang's Books, Nos. 1 to 10, inclusive.

MUSIC.—Loomis' Song Books, Nos. 2, 3 and 4.

DICTIONARY.—Webster's Academic and Common School Dictionary.

Text-books for supplementary reading in the higher grades, whose purchase by pupils is authorized by the Board:—

Standard Literary Series (University Publishing Co.).

Riverside Literary Series (Houghton, Mifflin & Co.).

English Classic Series (Maynard, Merrill & Co.).

In the four lower grades text-books are furnished free to pupils, to be used in the school room only. In the four higher grades the pupils are expected to buy their books, and the Board makes provision to sell the books at cost, paying for the handling of the same out of the general fund. Where the children in the four higher grades are unable to buy their books the same are furnished to them as a loan.

The pupils are expected to buy all copy books, drawing books, slates, writing and drawing blocks, etc. Material which is to be used by various classes in turn, such as water color paint and paper blocks, is purchased by the pupils jointly, semi-annually, the expense to each child for material for water color work being about seven cents.

SUPPLEMENTARY READING BOOKS IN THE DISTRICT SCHOOLS.

NAME OF BOOK.	Grade.	Classes of Schools and Number of Rooms.					
		A 13	B 14	C 10	D 8	E 5	F-G 3 & 4
Hiawatha Primer (sets of 30 each).....	1	2	2	1	1	1	1
Aesop's Fables (sets of 30 each).....	1	2	2	1	1	1	1
"Bow Wow" (sets of 30 each).....	1	2	2	1	1	1	1
Thompson's Fables (sets of 25 each).....	1 & 2	2	2	2	2	1	1
Around the World. I (sets of 30 each).....	2	2	2	1	1	1	1
Grimm's Fairy Tales (sets of 25 each).....	2 & 3	2	2	2	1	1	1
Robinson Crusoe (sets of 25 each).....	3	3	2	2	1	1	1
Story of the U. S. for Young Readers (sets of 25 each).....	3	2	1	1	1	1	1
Fifty Famous Stories Retold (sets of 30 each)	3	2	2	2	1	1	.....
Jane Andrew's Seven Little Sisters (sets of 25 each).....	3	2	2	2	2	1	1
Eggleston's Stories of Great Americans (sets of 25 each).....	3 & 4	2	2	2	2	1	1
Pioneers of the Mississippi Valley (sets of 25 each).....	4	2	1	1	1	.....	.....
Hawthorne's Wonder-Book (sets of 25 each)	4	1	1	1	1	1	.....
Around the World. II (sets of 25 each).....	4	2	1	1	.....	.....	.....
Hawthorne's Tanglewood Tales (sets of 25 each).....	5	1	1	1	.....	.....	.....
Eggleston's First Book in American His- tory (sets of 30 each).....	5	2	1	1	1	.....	.....
Black Beauty (sets of 25 each).....	5	1	1	.....	.....	.....	.....
Morris' Elementary History of the United States (sets of 25 each).....	5 & 6	2	1	1	.....	.....	.....
F. G. Carpenter's Asia (sets of 25 each)....	6	1	1	1	.....	.....	.....
Great Artists (sets of 25 each).....	6	1	1	.....	.....	.....	.....
Hawthorne's Stories from New England History (sets of 25 each).....	7	1	1	1	1	.....	.....
Longfellow's Evangeline (sets of 25 each)...	7	1	1	1	.....	.....	.....
Scott's Ivanhoe (sets of 25 each).....	7	2	1	.....	.....	.....	.....
C. F. Dole's The Young Citizen (sets of 25 each)	7	1	1	1	.....	.....	.....
Longfellow's Miles Standish (sets of 25 each)	8	1	1	.....	.....	.....	.....
Lamb's Tales from Shakespeare (sets of 25 each)	8	1	1	.....	.....	.....	.....

In several schools sets of the following books in addition to those of the general list will be found: Scott's *Lady of the Lake*; Burrough's *Birds & Bees*; Francillon's *Gods and Heroes*; Ruskin's *King of the Golden River*.

SUPPLEMENTARY READING BOOKS ISSUED BY THE PUBLIC LIBRARY.

The Public Library issues to the schools, on requisition of the principals, the following books, in sets, for supplementary reading. The books may be retained one month and transportation to the nearest delivery station is provided by the Library. Lists of books on hand will be mailed upon request to the Public Library, and principals may check opposite the sets wanted. These will be filed in order of receipt and filled accordingly:—

Abbott	Rollo's experiments	1	30 copies each, Gr.	3-4
Aesop	Fables (1st series).....	4 sets,	" " " "	1-2
Aesop	Fables (2nd series).....	1 set,	" " " "	1-2
Anderson	Fairy tales (1st series).....	2 sets,	" " " "	3-4
Anderson	Fairy tales (2nd series).....	2 sets,	" " " "	3-4
Andrews	Each and all.....	5 sets,	" " " "	3-4
Baldwin	Fifty famous stories retold....	4 sets,	" " " "	3-4
Baldwin	Old Greek stories.....	4 sets,	" " " "	2-3
Baldwin	Old stories of the East.....	3 sets,	" " " "	2-3
Rates	Fairy tale of a fox, a dog, etc..	5 sets,	" " " "	1-2
Beckwith	In Mythland	1 set,	" " " "	2-3
Books for the bairns .....	.....	20 sets,	" " " "	2-3
Books for the bairns .....	.....	2 sets,	51 " " " "	2-3
Brooks	Stories of the red children....	1 set,	" " " "	2-3
Bunyan	Pilgrim's progress	1 set,	30 " " " "	4-5-6
Caldecott	Picture Books	6 sets,	" " " "	1-2
Carpenter	Asia	1 set,	25 " " " "	7-8
Carroll	Alice's adventures in wonderland	3 sets,	30 " " " "	3-4
Clarke	Story of Caesar.....	1 set,	25 " " " "	7-8
Clemens	Prince and pauper.....	1 set,	30 " " " "	4-5-6
Coe	Modern Europe	1 set,	25 " " " "	4-5-6
Coe	Our American Neighbors.....	1 set,	25 " " " "	5-6-7
Cooper	Last of the Mohicans.....	1 set,	25 " " " "	7-8
Craik	Bow-wow and mew-mew.....	1 set,	30 " " " "	1-2
Crosby	Our little book for little Folks..	4 sets,	" " " "	1-2
DeFoe	Robinson Crusoe (McMurry)...	1 set,	" " " "	2-3
DeFoe.....	Robinson Crusoe (Riverside)..	3 sets,	" " " "	4-5-6
DeFoe.....	Robinson Crusoe (Stephens)...	1 set,	25 " " " "	2-3
Dickens	Christmas Carol	1 set,	" " " "	7-8
Dodge	Hans Brinker	1 set,	30 " " " "	4-5-6
Eggleston	First book in American history	5 sets,	" " " "	3-4

Eggleston	Stories of American life and ad- venture	4 sets, 30 copies each, Gr.	2-3				
Eggleston	Stories of great Americans for little Americans	2 sets, “ “ “ “	2-3				
Ewing	Jackanapes	5 sets, “ “ “ “	4-5-6				
Franklin	Autobiography.....	1 set, “ “ “ “	4-5-6				
Golden	Fairy book	2 sets, “ “ “ “	4-5-6				
Guerber	Story of the Chosen People....	4 sets, “ “ “ “	4-5-6				
Haaren	Rhymes and fables.....	1 set, “ “ “ “	1-2				
Hawthorne	Grandfather's Chair	1 set, “ “ “ “	4-5-6				
Holbrook	Hiawatha Primer	2 sets, “ “ “ “	2-3				
Homer	Story of Troy (Clarke).....	1 set, 25 “ “ “ “	4-5-6				
Irving	Alhambra	1 set, “ “ “ “	7-8				
Johonnot	Book of cats and dogs.....	4 sets, 30 “ “ “ “	1-2				
Johonnot	Neighbors with wings and fins..	4 sets, “ “ “ “	1-2				
Keary	Heroes of Asgard.....	3 sets, 30 “ “ “ “	4-5-6				
Kellogg	Australia, and the islands of the sea	1 set, 25 “ “ “ “	7-8				
Kingsley	Greek heroes	5 sets, 30 “ “ “ “	4-5-6				
Kingsley	Water babies	3 sets, “ “ “ “	4-5-6				
Kirby	Aunt Martha's Corner Cupboard	1 set, “ “ “ “	2-3				
Lane	Stories for children.....	4 sets, “ “ “ “	1-2				
Lang	Cinderella	2 sets, “ “ “ “	2-3				
Lang	History of Whittington.....	2 sets, “ “ “ “	2-3				
Lang	Jack and the beanstalk.....	4 sets, “ “ “ “	1-2				
Lang	Jack the giant killer.....	3 sets, “ “ “ “	2-3				
Lang	Little Red Riding Hood.....	2 sets, “ “ “ “	2-3				
Lang	Prince Darling	1 set, “ “ “ “	2-3				
Lang	Princess on the glass hill.....	2 sets, “ “ “ “	2-3				
Lang	Sleeping beauty in the wood....	2 sets, “ “ “ “	2-3				
Lang	Snowdrop	5 sets, “ “ “ “	1-2				
Longfellow	The children's hour.....	1 set, 25 “ “ “ “	7-8				
Longfellow	Hiawatha	1 set, “ “ “ “	7-8				
Longfellow	Hiawatha, the Indian.....	2 sets, 30 “ “ “ “	3-4				
Lovering	Stories of New York.....	1 set, “ “ “ “	4-5-6				
McMurry	Classic stories for little ones....	1 set, 30 “ “ “ “	1-2				
Morley	Seed babies	5 sets, “ “ “ “	2-3				
Mulock	Adventures of a brownie.....	3 sets, “ “ “ “	3-4				
Mulock	Little lame prince.....	1 set, “ “ “ “	3-4				
Musick	Stories of Missouri.....	1 set, 25 “ “ “ “	7-8				
Norton	Heart of oak books (No. 1)....	4 sets, 30 “ “ “ “	1-2				
Norton	Heart of oak books (No. 2)....	4 sets, “ “ “ “	2-3				
Norton	Heart of oak books (No. 3)....	5 sets, “ “ “ “	3-4				
Norton	Heart of oak books (No. 4)....	5 sets, “ “ “ “	4-5-6				
Norton	Heart of oak books (No. 5)....	1 set, “ “ “ “	4-5-6				

Norton	Heart of oak books (No. 6)....	1 set,	30 copies each, Gr.	7-8
Pratt	Stories of Massachusetts.....	1 set,	25	" " " 7-8
Scott	Lady of the lake.....	1 set,	"	" " " 7-8
Scott	Tales of a grandfather.....	1 set,	"	" " " 7-8
Scudder	Book of fables and folk stories.	1 set,	30	" " " 2-3
Sewell	Black beauty	4 sets,	"	" " " 3-4
Shakespeare	Julius Caesar	1 set,	25	" " " 7-8
Shakespeare	Merchant of Venice.....	1 set,	25	" " " 7-8
Swinton	Golden Book of Choice Reading	1 set,	30	" " " 2-3
Taylor	Boys of other Countries.....	4 sets,	"	" " " 2-3
Thackeray	Rose and the Ring.....	2 sets,	"	" " " 3-4
Thompson	First Reader	3 sets,	"	" " " 1-2
Thompson	Lobo, Nag and Vixen.....	1 set,	"	" " " 4-5-6
True	Iron Star	1 set,	"	" " " 5-6-7
Virgil	Story of Aeneas.....	1 set,	25	" " " 7-8
Whittier	Child Life	5 sets,	30	" " " 3-4
Wiggin	Bird's Christmas Carol.....	5 sets,	"	" " " 4-5-6
Wright	Seaside and Wayside (No. 1)...	5 sets,	"	" " " 1-2
Wright	Seaside and Wayside (No. 2)...	5 sets,	"	" " " 2-3
Wyso	Swiss Family Robinson.....	1 set,	"	" " " 4-5-6

APPARATUS AND REFERENCE LIBRARY.

Following is the apportionment of Reference Books, Wall Maps and Apparatus, and is the maximum number of supplies of this kind which may be furnished, by action of the Board of Education on October 9, 1900 (P. P. Vol. XI., p. 793).

	CLASSES OF SCHOOLS.					
	A	B	C	D	E	F & G
	18 Rooms	14 Rooms	10 Rooms	8 Rooms	5 Rooms	4 & 3 Rooms
United States Maps.....	4	3	2	2	1	1
Map of South America.....	2	1	1	1	.....	.....
Map of Europe.....	3	2	1	.....	.....	.....
Map of Asia.....	2	1	1	.....	.....	.....
Map of Africa.....	2	1	1	.....	.....	.....
Map of Australia.....	1	1	1	.....	.....	.....
Map of Hemispheres.....	1	1	1	1	1	1
Wall Maps.....	15	10	8	4	2	2
Relief Maps (sets) and Case.	1	1	1	1	.....	.....
Globes.....	3	1	1	1	1	1

Foot Rules, one set for each primary room (each set in a box containing 30 one-foot rules, 60 six-inch rules, 90 four-inch rules, 120 three-inch rules).
 Yard Measures, one for each primary room.
 Liquid Measures, one set for each school (gill, pint, quart, gallon).
 Dry Measures, one set for each school (half-bushel, peck).
 Pitch Pipes, one for each teacher.
 Wands for Callsthenic Exercises in sufficient number.

REFERENCE LIBRARY.

Apportioned by Schools.

	CLASSES OF SCHOOLS.					
	A	B	C	D	E	F & G
	18 Rooms	14 Rooms	10 Rooms	8 Rooms	5 Rooms	4 & 3 Rooms
International Dictionaries...	4	3	2	2	1	1
Academic Dict. for Teachers	.....	One	For	Each	Desk	.....
Thomas' Biographical Dictionary (Lippincott)	4	2	1	1	1	1
Apgar's Trees of N. A.....	3	1	.....	.....	.....	.....
Morse's 1st Book in Zoology.	3	1	.....	.....	.....	.....
Richards' 1st Lessons in Minerals	3	2	1	1	1	1
Howe's Science Teaching....	5	4	3	2	1	1
Dana's Geological Story....	3	1	.....	.....	.....	.....
Copper's Animal Life, etc..	5	4	3	2	1	1
Bass' Nature Stories, Plants	5	4	3	2	1	1
Bass' Nature Stories, Animals	5	4	3	2	1	.....
Johonnot's Animal World. ..	5	4	3	2	1	.....
Johonnot's Geo'l Readers. ..	5	4	3	2	1	.....
Gray's How Plants Grow....	5	3	2	1	1	1
Carhart's Physics	2	1	.....	.....	.....	.....
Tenney's Elem'ts of Zoology.	1	.....	.....	.....	.....	.....
Coe's The World and Its People	5	4	3	2	1	.....
A Hundred Famous Am'ens	5	3	2	1	1	1
Pratt's People and Places (sets)	3	2	2	1	1	.....
King's Geo'l Readers (sets).	3	2	2	1	1	1

APPORTIONED BY GRADES.

Wilson's Manual for Teachers, one copy in each room having 1st, 2nd or 3rd grades.

D. Lange's Hand-Book of Nature Study, one copy in each room having 4th, 5th, 6th, 7th or 8th grades.

Easy Experiments in Physics, by Preston Smith, one copy in each room having 7th or 8th grades.

HIGH SCHOOL TEXT BOOKS.

Mathematics: Wentworth's Algebra; Geometry; Trigonometry; (Ginn & Co., Boston)—Seymour's Bookkeeping; (Becktold, St. Louis.)

History: Myers' General; (Ginn & Co., Boston)—Green's Short History of the English People; (Harper & Bros., New York).

Civics: Macy's Government; (Ginn & Co., Boston)—Laughlin's Elements of Political Economy; (American Book Co., Chicago)—Clark's Commercial Law; (Maynard, Merrill & Co., New York).

Fine Arts: Goodyear's Parts I and II; (A. S. Barnes & Co., New York).

French: Miras & Stern's First Lessons: College Plays; (Henry Holt & Co., New York)—Chardenal's Grammar; (Allyn & Bacon, Boston)—Super's Reader; Bruce's Sight Translations; (D. C. Heath & Co., Boston)—Spiers & Surrenne's Dictionary; (D. Appleton & Co., New York).

German: Harris' German Lessons; German Composition; Deutsch's Reader; Thomas' Grammar; (D. C. Heath & Co., Boston)—Schiller's Lied von der Glocke; (Witter, St. Louis)—Texts for Translation: Der Neffe als Onkel, Wilhelm Tell, Minna von Barnhelm, Maria Stuart, Iphigenie; (Henry Holt & Co., New York)—Altes und Neues; (Ginn & Co., Boston)—Fritz auf dem Lande; (Maynard, Merrill & Co., New York). Dictionary (C. Witter, St. Louis).

Spanish: Edgren's Grammar; Metzke's Spanish Reader; (D. C. Heath & Co., Boston)—DeTornos' Method; (D. Appleton & Co., New York).

Greek: Collar & Daniell's Composition; Leighton's Lessons; Goodwin's Grammar; Reader; (Ginn & Co., Boston)—Keep's Iliad; (John Allyn, Boston)—Liddell & Scott's Lexicon; (Harper & Bros., New York).

Latin: Collar & Daniel's First Book; Moulton's Composition; Moulton's Complete; White's Dictionary; Grenough & Kittredge's Virgil; (Ginn & Co., Boston)—Jones' Prose Exercises; (Scott, Foresman & Co., Chicago)—Harkness' Grammar; Harkness' Caesar; Harkness' Cicero; (American Book Co., New York).

Science: Bailey's Botany; (The Macmillan Co., New York)—Hutchison's Physiology; (Maynard, Merrill & Co., New York)—Carhart & Chute's Physics; (Allyn & Bacon, Boston)—Storer & Lindsay's Chemistry; (American Book Co., New York).

Ethics-Psychology: Bryant's Psychology. Ethics; (S. C. Griggs & Co., Chicago).

Pedagogy: Currie's Common School Education; (The R. Clarke Co., Cincinnati)—Quick's Educational Reformers; (Bardeeh & Co., Syracuse, N. Y.)—Fitch's Lectures on Teaching; (Macmillan & Co., New York).

Shorthand: Pitman & Howard's Manual; Blackie's Self-Culture; (Phonographic Institute Co., Cincinnati)—Selections No. 3; (Sir Isaac Pitman & Sons, London).

Music: Robyn's Classical Singer; (Kunkel Bros., St. Louis)—Loomis' Glee Book; (American Book Co., New York).

English: Kellogg's Rhetoric; English Classic Series; (Maynard, Merrill & Co., New York)—Collier's Literature; (T. Nelson & Sons, New York)—Morgan's Literary Studies; (Becktold, St. Louis)—Hudson's Shakespeare; Annotated English Classics; (Ginn & Co., Boston)—The Lake English Classics; (Scott, Foresman & Co., Chicago)—The Student English Classics; (Leach, Shewell & Sanborn, Boston)—Longman's English Classics; (Logmans, Green & Co., New York)—Riverside Literature Series; (Houghton, Mifflin & Co., Boston).

DRAWING SUPPLIES.

The following is a list of supplies for the study of drawing, which the Board has authorized and purchased for the schools:

Fifty-five of each of the following: Small solids for pupils' individual use;—cubes, hemispheres, cylinders, cones, square prisms, square pyramids, hexagonal prisms.

Large solids, for teachers' use: Cube, sphere, hemisphere, cylinder, hollow cylinder, hollow flanged cylinder, cone, square prism, square prism divided diagonally, square plinth, square pyramid, right triangular prism, equilateral triangular prism, hexagonal prism, hexagonal pyramid, circular plinth, ovoid, ellipsoid.

Objects for still life study in drawing and color for large "A" class schools:

(These objects are used as models from which pupils draw):

Little tub and wash board, coffee-mill, cart, trunk, garden-set, baskets, Japanese lanterns, various pieces of tinware, candle-sticks, and the following, all of different forms and colors: tea-pots, coffee-pots, pitchers, jugs, bowls, glassware, vases.

In addition to these objects each room in the new schools having first and second grades in it should be supplied with one copy, respectively, of "Art Instruction in Primary Schools" I or II, (Frang).

HIGH SCHOOL COURSE OF STUDY.

	A. General.				B. General.				C. Art.				D. Scientific.				E. Classic.				F. Commercial.				G. College.				H. College.			
	20	20	22	21	20	20	22	23	20	20	22	24	20	20	24	24	20	20	26	25	23	23	24	25	25	28	29	25	26	27		
English.....	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
General History.....	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2	5	5	5	2
Shakespeare.....																																
Psychology.....				3				3				3				3				3				3								
Ethics.....				5				5				5				5				5				5								
Commercial Law.....				5				5				5				5				5				5								
Civics.....																																
Economics.....																																
Arithmetic.....																																
Book-keeping.....																																
Algebra.....	5	5			5	5			5	5			5	5			5	5			5	5			5	5			5	5		
Geometry.....																																
Trigonometry.....																																
Chemistry.....				3	3			3				3	3			3				3				3								
Physics.....				5	1			5	1			5	1			5	1			5	1			5	1							
Biology.....				5				5				5				5				5			5			5						
Penmanship.....																																
Stenography.....																																
Art and Drawing.....																																
Latin.....	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
German.....																																
French.....																																
Spanish.....																																
Greek.....																																
College Studies.....																																

The studies enclosed in a brace are alternative.

GENERAL STATEMENT OF THE HIGH SCHOOL COURSE OF STUDY.

At least twenty recitations a week are required in every course; work additional to that required by any course may be taken with the permission of the principal.

One hundred recitations in a single study, with a satisfactory record, constitute one point in any course.

Not less than thirty-two such points are required for graduation in any course, and eight of these thirty-two points must be made on the studies of each year, whatever course be taken.

In studies that occupy one or more years of any course, no credit is allowed for less than one year's work satisfactorily completed.

Fractional credit is allowed on studies which do not occupy sufficient time to constitute full points.

The studies prescribed for all pupils are English, Literature, General History, Algebra, Geometry, Biology, and Physics, which furnish sixteen of the thirty-two points required for graduation. The other sixteen points may be secured by successfully pursuing a sufficient number of the other studies afforded by the several courses provided, namely: Shakespeare, English History, Psychology, Ethics, Commercial Law, Civics, Economics, Arithmetic, Book-keeping, Trigonometry, Penmanship, Stenography, Art, Drawing, Chemistry, Latin, German, French, Spanish, Greek, Science of Education, History of Education, Nature Study, Physical Geography, Methods of Discipline, and Methods of Teaching: Arithmetic, Grammar, Geography, Reading, Singing, Drawing, and Writing.

SCHOOL BOUNDARIES.

	NORTH.	EAST.	SOUTH.	WEST.
Normal and High...				
Adams	Scott av. and Wabash R. R.....	Boyle, Papin, Sarah, Manchester and Lawrence	Park, Tower Grove, Lafayette, Baker Road, Kingshighway and Frisco R. R	River Des Peres.
Ames	Angelrodt, 11th and Buchanan....	Mississippi River.....	Montgomery	19th, Sullivan and 20th.
Arlington	Natural Bridge Road.....	Arlington, Spalding and Union....	Minerva	City Limits.
Ashland	Florissant and Carrie, Rosalie, Red Bud and Kosuth.....	Warne	Labadie, Taylor, Ashland, Marcus and Natural Bridge Road.	Euclid.
Baden	City Limits.....	River	Keber and Florissant.....	City Limits.
Bates	Labadie, Prairie and Cottage.....	Coleman, Magazine and Webster.	Clifton Pl., Francis and Easton.	Warne.
Benton	Natural Bridge Road.....	Marcus, Labadie and Bayard.....	Easton, Euclid, Theodosia, Union and Minerva.	City Limits.
Blair	Sullivan, 25th, Palm and Branch..	20th, Sullivan and 19th.....	Warren, 20th, Benton, 22d, Malden Lane, 25th, North Market..	Jefferson, Montgomery and Parknell.
Blow	Kansas, 9th and Haven.....	River	Stein, Grand and Robert.....	Morganford Road.
Bryan Hill.....	Emily, Linton, 20th, DeSoto, 11th and Prairie.....	Broadway	East Grand, Carter, O'Beir, Penrose, Prairie and Kosuth.....	Warne.
Carondelet	Robert, Grand and Stein.....	River	City Limits.....	Morganford Road.
Carr	Biddle	11th	Wash	19th.
Carr Lane.....	Dickson, Jefferson and Division..	19th	Locust	West line of lots fronting on Jefferson, north line of lots fronting on Morgan, west line of lots fronting on Elliot.
Carroll	Park and Rutger.....	8th, Lafayette and 9th.....	Geyer	14th.
Charles	East line of lots fronting on 12th and 12th st.	Russell, Dolman and Geyer.....	Sidney, 18th, Penn and Gravols..	Ohio.

SCHOOL BOUNDARIES.—Continued.

	NORTH.	EAST.	SOUTH.	WEST.
Chouteau	Mo. Pac. R. R.....	23rd and Missouri.....	South line of lots fronting on Caroline	Compton.
Clay	Newhouse, 11th, Angelica, Broadway and Douglas.	River	Buchanan, 11th and Angelrodt....	20th.
Clifton Heights.....	Wilson	January	Arsenal	Tamm.
Clinton	Mo. Pac. R. R.....	13th	Park, Mississipp and Hickory....	Missouri and 23rd.
Columbia	Natural Bridge Road.....	Glasgow, Hebert, Jefferson, Sullivan and Parnell.	Montgomery, Cottage, Prairie and Labadie.	Warne.
Compton	Mo. Pac. R. R.....	Compton, south line of lots fronting on Caroline, Cardinal and Pennsylvania	Russell	Grand, Park, Spring, LaSalle and Grand.
Cote Brillante.....	Labadie, Marcus, Ashland, Taylor and Labadie.	Newstead	Easton, Taylor, Page, Marcus and Page.	Bayard.
Crow	Easton, Francis and Clifton Pl..	West line of lots fronting on Webster and Compton.	Lucas, Theresa and Lindell.....	Spring, Windsor Pl. and Vandeventer av.
Des Peres.....	Delor	River	Haven, 9th and Kansas.....	Morganford Road.
Divoll	Clifton Pl. and south line of lots fronting on Cass	East line of lots fronting on Leffingwell	Easton	West line of lots fronting on Webster.
Dodler	Same as Blair.....			
Douglas	Chambers	River	Cass, 13th and Mullanphy.....	Blair.
Dozier	Minerva	Union	Line east and west through Forest Park	City Limits.
Elliot	Penrose, O'Bear, Carter and East Grand	Broadway	Angelica, 11th, Newhouse, 21st, Angelica and Kossuth.....	Prairie.
Elleardville	Labadie	Warne	Easton	Newstead.

Field	Delmar, Walton, Lewis Pl., Taylor and north line of lots fronting on West Belle	Pendleton and Boyle.....	Wabash R. R., Scott, and east and west line through Forest Park	Union.
Franklin	Wash	High and 12th.....	Market	19th.
Fremont	Penn	18th, Lynch and 13th.....	Arsenal	Jefferson.
Froebel	Gravols, Miami, Compton and south line of lots fronting on Cherokee	California	Alberta, Gilles and Rebecca.....	Bamberger and Spring.
Gardenville	Devonshire	Morganford Road.....	City Limits.....	City Limits.
Gardfield	Gravols, Jefferson and Arsenal....	Lemp, Utah and east line of lots fronting on Illinois	Cherokee	West line of lots fronting on Jefferson.
Grant	Arsenal, Louisiana, Sidney, north line of lots fronting on Sidney..	Ohio, Gravols and east line of lots fronting on Oregon, Cherokee and California	South line of lots fronting on Cherokee, Compton, Miami and Gravols	Bamberger, Spring, Connecticut and Gustine.
Gratiot	Line east and west through Forest Park.	Des Peres River, Frisco R. R., Macklind, Wilson, and west line of lots fronting on Macklind	Columbia, January and Wilson...	Tamm, Dale and Louisville.
Gravols	All of Grant District south of Juniata st.	20th, Cass, Sarsfield Pl., O'Fallon and 20th.	Division	Jefferson.
Hamilton	North Market, 25th, Malden Lane, 22nd and Howard	Warne	Kossuth	Red Bud, Rosalie and Carrie.
Harrison	Florissant, Harris and Grant.....	Missouri, Russell and Ohio.....	South line of lots fronting on Victor	Minnesota, Hawthorne and Pennsylvania.
Hodgen	South line of lots fronting on Caroline	River	St. George.....	Broadway.
Humboldt	Lafayette	20th	Branch, Florissant, Palm, 25th, Sullivan, Jefferson, Hebert, Glasgow and Natural Bridge Rd.	Warne.
Irving	Kossuth, Angelica, 21st and New-house	Blair	Mullanphy, 17th, Cass, 18th, Bid- dle, 19th and Division	20th, O'Fallon, Sarsfield Pl., Cass, 20th, Howard and 22nd.
Jackson	Benton, 20th, Warren, 19th and Montgomery	Biddle	Locust	12th and High.
Jefferson	Biddle	8th, Morgan and 3rd.....		

SCHOOL BOUNDARIES.—Continued.

	NORTH.	EAST.	SOUTH.	WEST.
Laclede	Locust	River	Gratiot, 7th and Cerre.....	14th, Market and 12th.
Lafayette	Geyer, 9th and Lafayette.....	Broadway	Sidney	12th and west line of lots fronting on 11th.
Lincoln	Olive, west line of lots fronting on Jefferson and Locust.	19th, Market and 14th.....	R. R. tracks.....	West line of lots fronting on Jefferson and Beaumont.
Longfellow	Old Manchester Road, Tamm and Arsenal	Sublette	Devonshire	City Limits.
Lowell	Keber	River	Douglas	Broadway, Prairie, Blair, DeSoto, 20th, Linton, Emily, Warne, Grant, Harris and Florissant.
Lyon	Sidney, Broadway and St. George.	River	Utah	Lepp, Arsenal, 13th, Lynch and 18th.
Madison	R. R. tracks, 7th and Gratiot....	River	Rutger	13th.
Marquette	North line of lots fronting on West Belle and Windsor Pl....	Spring, Lindell and Grand.....	Manchester Road and Duncan....	Boyle and Pendleton.
Meramec	Rebecca, Giles, Alberta, Broadway and Osage	River	Osceola	18th.
Monroe	Cherokee	East line of lots fronting on Illinois, Chippewa and Missouri.	Osage, Broadway and Alberta....	California.
Mt. Pleasant.....	Osceola	River	Delor	18th.
Oak Hill.....	Scanlon, Morganford Road, Humphrey, Gustine and Connecticut.	Spring, Bamberger, Gravois, Spring, Chippewa, Bamberger and 18th	Delor, Morganford Road and Devonshire	Sublette.
Oak Hill Branch....	Arsenal	Gustine	Humphrey	Morganford Road.
O'Fallon	Mullanphy, 13th and Cass.....	11th	Biddle.....	18th, Cass and 17th.
Peabody	Hickory, Mississippi and Park....	14th, Geyer and Dolman.....	Russell	Missouri.

Penrose	Montgomery	Jefferson	Dickson, west line of lots fronting on Elliot and south line of lots fronting on Cass	Webster, Magazine and Coleman.
Pestalozzi	Rutger	River	Lafayette	8th.
Pope	Lindell and Olive.....	Beaumont, and west line of lots fronting on Jefferson	R. R. tracks.....	Grand.
Riddick	Easton	Vandeventer av.....	North line of lots fronting on West Belle	Taylor.
Rock Spring.....	Duncan and Manchester Road....	Grand, LaSalle and Spring.....	Park, Lawrence, Manchester av., Sarah and Papin	Boyle.
Roe	East and west line through Forest Park	Line through Forest Park, Louisville, Dale, Manchester and Tamm	Old Manchester Road.....	City Limits.
Shaw	Frisco R. R., Kingshighway, Eager Road and Lafayette	Tower Grove, Magnolia and Grand	Arsenal, Morganford Road, Scanlan, Sublette and Arsenal	January, Columbia and west line of lots fronting on Macklind, Wilson and Macklind.
Shepard	Utah	River	Osage	Missouri, Chippewa and west line of lots fronting on Wisconsin.
Sherman	Park	Grand, Russell, Hawthorne, Minnesota, Sidney and Louisiana	Arsenal, Grand and Magnolia....	Tower Grove av.
Shields	Cass	River	Locust, 3rd, Morgan, 8th and Biddle	11th.
Stoddard	Easton, Beaumont and north line of lots fronting on Morgan....	West line of lots fronting on Jefferson	Olive	Theresa, Lucas and Compton.
Walnut Park.....	Florissant	Euclid	Natural Bridge Road.....	City Limits.
Washington	Theodosia, Euclid, Easton, Marcus and Page	Taylor, Lewis Pl. and Walton....	Delmar	Union.
Webster	Montgomery	River	Chambers	Blair.
Aldridge	City Limits.....	River	Keber, Euclid and Bircher.....	City Limits.

SCHOOL BOUNDARIES.—Continued.

	NORTH.	EAST.	SOUTH.	WEST.
Attucks	Mo. Pac. R. R., 12th and Market.	River	Osage, Giles, Rebecca and Meramec	Gravols, Dolman and 17th.
Banneker	Natural Bridge Road, Grand, Carter and Ferry.....	20th, Cass, 23rd, south line of lots fronting on Carr and Jefferson	Franklin, Channing, Lucas, Grand and Delmar	Vandevert av.
Belt Av.....	Same as Simmons.			
Delany	Devonshire, Kingshighway, Meramec, Rebecca, Giles and Osage.	River	City Limits.....	City Limits.
Dessalines	Penrose	River	South line of lots fronting on Carr	23rd, Cass and 20th.
Dumas	North line of lots fronting on Wash	River	Market, 12th, Mo. Pac. R. R., 18th, Clark, 20th and Chestnut	Jefferson.
Garnett	Euclid and Keber.....	River	Penrose, 20th, Carter, Grand and Natural Bridge Road, Vandevert, Kossuth, Warne, Carter, Shreve and Bircher	Same as north.
L'Ouverture	Magnolia, Grand, Lafayette, Louisiana, Rankin, Channing and Franklin	Jefferson, Chestnut, 20th, Clark, 18th, R. R. tracks, 17th and Dolman	Gravols and Meramec.....	Kingshighway.
Simmons.....	Bircher, Shreve and Carter.....	Warne, Kossuth and Vandevert	Delmar	City Limits.
Vashon	Oakland	Kingshighway	Devonshire	City Limits.
Wheatley	Delmar, Grand and Lucas.....	Channing, Rankin, Lafayette and Grand	Magnolia, Kingshighway and Oakland	City Limits.

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